

English First Additional Language Grade 5

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C O N N E X I O N S

Rice University, Houston, Texas

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Chapter 1

Term 1

1.1 To solve a word puzzle¹

1.1.1 ENGLISH FIRST ADDITIONAL LANGUAGE

1.1.2 Grade 5

1.1.3 WINGS

1.1.4 Module 1

1.1.5 TO SOLVE A WORD PUZZLE

ON THE MOVE !

ACTIVITY 1

TO SOLVE A WORD PUZZLE

[LO 3.6.4]

How many ways can one ‘get around’? And what would you use to move from place to place? There are 26 words, associated with travel and ways of travelling, hidden in this wordsearch.

How many of these words can you find hidden in the block?

Tick them off as you find them.

r	a	i	r	h	l	e	g	s	e	v	o	m
e	d	r	a	o	b	e	t	a	k	s	x	i
f	e	e	t	v	h	o	r	s	e	i	x	c
r	o	l	l	e	r	b	l	a	d	e	s	r
u	r	u	n	r	s	a	i	l	s	w	x	o
s	u	b	i	c	y	c	l	e	x	h	r	l
d	s	a	e	r	o	p	l	a	n	e	o	i
n	h	j	x	a	n	i	a	r	t	e	c	g
i	x	x	e	f	x	d	n	a	l	l	k	h
w	i	n	g	t	x	s	w	i	m	s	e	t
m	o	t	o	r	c	a	r	t	o	r	t	s

¹This content is available online at <<http://cnx.org/content/m26653/1.1/>>.

Table 1.1

Aeroplane, aeroplane, hovercraft, rollerblades, microlight, windsurfer, bicycle, jet, rocket, swim, wing, blades, land, run, train, bus, skis, rush, trot, feet, motor car, skateboard, water, horse, move, sails, wheels

ACTIVITY 2

TO READ FOR INFORMATION [LO 3.3]

TO DISCUSS ADVANTAGES AND DISADVANTAGE [5.2.9]

TO USE INFORMATION FROM A WRITTEN TEXT TO COMPLETE A TABLE [5.3.2]

GETTING AROUND !

Trains, planes and motor cars have become faster, safer and more comfortable as forms of transport throughout the century.

Do you know what a hovercraft or a microlight looks like and how it works? In order to complete the table, you will need to find out more about some of the methods of transport on the list below.

Work in groups of not more than four and share the workload.

Each member of the group will need to find information on one or two of the topics.

It is important that the research must be done thoroughly, as you will need this information for some of the tasks that lie ahead.

Once you have done your research, complete the table below.

Method of transport	Powered by?	On water, land or in the air?	Reason it would be used?	Can it transport people?	Commonly used in South Africa?	Wheels, wings, sails, blades, skis or air?	Rate it: cheapest to most expensive method of transport.
feet and legs							
hovercraft							
boat							
bicycle							
train							
bus							
motor car							
aero-plane							
taxi							

Table 1.2

Once you have completed the task, give feedback to the rest of the class.

Quick – debate

(not for assessment)

GIVES OTHER LEARNERS A CHANCE TO SPEAK [LO 1.5.1]

LISTENS TO THEM AND ENCOURAGES THEM TO SPEAK IN THEIR ADDITIONAL LANGUAGE [1.5.2]

Select one of the methods of transport.

Discuss with your partner why you believe this method of transport is the best or the most economical method.

Explain the advantages of using this mode of transport.

FIVE 'MUSTS' FOR THE VISITOR

ACTIVITY 3

TO ANSWER AND RESPOND TO QUESTIONS

[LO 1.1.1; 1.1.2]

TO SUMMARISE THE EXTRACT / STORY WITH SUPPORT

[LO 1.1.7]

Listen carefully so that you know what the passage is about the first time your teacher reads to you.
Listen a second time to pick up as many details as you can. Only then try to answer the questions.

1. At which hospital did the first human heart transplant take place?

1. At which time of the day must you take a walk up Lion's Head?

1. Which outing includes a tour by an ex-inmate?

1. What was Adamastor turned into? (two things)

1. Other than taking a cable car, how else could you get up Table Mountain?

1. Name one extreme adventure listed in the article.

1. In what year did the first human heart transplant take place?

CHALLENGE !

What is this article **actually** about ?

Complete the sentence below :

This article has been written to tell the reader

"Welcome ! Welcome to !

My name is and I am your tour guide
for the day !"

ACTIVITY 4

TO GIVE LEARNERS A CHANCE TO SPEAK [LO 1.5.1]

TO EXPRESS OPINIONS AND GIVE REASONS FOR THEM [LO 2.1.3; 5.2.8]

TO USE ADDITIONAL LANGUAGE TO COMMUNICATE INFORMATION ABOUT A FAMILIAR
TOPIC, WITH PREPARATION [2.3.5]

TO MIND MAP A SUMMARY OF THE PREPARED TEXT / ORAL [5.4.4]

Which place in Cape Town, listed below, is the most interesting, in your opinion?

Pretend you are a tour guide and have to take a group of visitors to this place.

Find information and prepare what you would say to these people. Imagine that you are walking the visitors along the route or through the place - pretend to stop and tell them things that they see or experience while on the outing. Remember to keep your talk as interesting and as varied as possible!

District Six Museum
 Transplant Museum, Groote Schuur Hospital
 Robben Island
 The Noonday Gun, located at Lion Battery
 Kirstenbosch Botanical Gardens
 The Castle, city-centre
 A trip around Chapman's Peak in a chauffeur-driven classic car
 Table Mountain, by cable-way
 Ratanga Junction Theme Park
 Tygerberg Zoo, Joostenbergvlakte, Cape Town
 Be clever!

Summarise your prepared talk in the form of a mind map.

Refer to this mind map as you speak.

The words you list on your mind map will remind you what to say while you are talking.

Do not write sentences; only key words.

ACTIVITY 5

TO EXPRESS AN OPINION AND GIVE A REASON FOR IT [LO 2.1.3; 5.2.8]

TO EXPRESS AN OPINION AND GIVE A REASON FOR IT IN WRITING [LO 4.1.6]

TO CLASSIFY THE TOURIST ATTRACTIONS ACCORDING TO CRITERIA [LO 5.2.4]

Make a choice –

Which of the tourist attractions would you like to experience? List six of them in **YOUR** order of preference, number 1 being ‘**most eager to see or do**’ and number 6 being, “**wouldn’t waste my time**”. Be able to explain (motivate) why you have made the selections.

1.1.6 Assessment

LO 1

LISTENING The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.

We know this when the learner:

1.1 understands stories (told or read to learners):

1.1.1 answers literal questions;

1.1.2 responds personally;

1.1.5 suggests an alternative ending for the story;

1.1.6 retells the story;

1.1.7 summarises the story with support;

1.4 understands recounted events:

1.4.2 recounts the same events with support;

1.5 respects other learners:

1.5.1 gives other learners a chance to speak;

1.5.2 listens to them and encourages their attempts to speak their additional language.

LO 2

SPEAKING The learner will be able to communicate effectively in spoken language in a wide range of situations.

We know this when the learner:

2.1 interacts in additional language:

2.1.1 asks and answers questions;

2.1.3 expresses an opinion and gives a reason for it;

2.3 uses additional language to communicate information:

2.3.5 talks about a familiar topic with preparation.

LO 3

READING AND VIEWING The learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.

We know this when the learner:

3.1 understands in a simple way some element of stories:

3.1.2 the moral of a story, where appropriate;

3.2 understands, in a simple way, some elements of poetry:

3.2.1 rhyme;

3.2.2 words which begin with the same sound;

3.2.3 words which imitate their sound;

3.3 reads for information.

3.6 reads for pleasure:

3.6.1 reads fiction and non-fiction at an appropriate reading and language level;

3.6.4 solves word puzzles;

3.7 uses reference books and develops vocabulary:

3.7.1 uses a dictionary.

LO 4

WRITING The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

We know this when the learner:

4.1 writes to communicate information:

4.1.5 writes a short description of a person, object or simple process;

4.1.6 expresses an opinion in writing and gives a reason for it;

4.3 writes creatively:

4.3.3 uses some techniques for creative writing: repeating the same structure to create a poetic rhythm and pattern;

4.4 designs media texts:

4.4.1 designs a simple poster and/or notice;

4.5 treats writing as a process, and uses developing knowledge or language structure and use:

4.5.1 writes rough drafts;

4.5.3 gets feedback from the teacher and classmates;

4.5.4 rewrites after feedback;

4.5.5 begins to understand differences in writing style;

4.5.6 spells familiar words correctly;

4.5.7 uses a wider range of punctuation.

LO 5

THINKING AND REASONING The learner will be able to use language to think and reason, and access, process and use information for learning.

We know this when the learner:

5.2 uses language for thinking:

5.2.3 sequences things;

5.2.4 classifies things according to criteria;

5.2.8 expresses opinions and gives reasons for them;

5.2.9 discusses advantages and disadvantages;

5.3 collects and records information in different ways:

5.3.2 designs, draws and labels maps, plans, charts, graphs and diagrams.

5.4 transfers information from one mode to another:

5.4.4 does a mind map summary of a short text.

LO 6

LANGUAGE STRUCTURE AND USE The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

We know this when the learner:

- 6.2 uses language forms and structures to communicate orally and in writing;
- 6.2.3 uses the passive voice to communicate orally and in writing: present passive voice;
- 6.3 understands and uses simple sentence structure:
- 6.3.2 analyses simple sentences (e.g. The light bulb/was invented/ in 1877);
- 6.4 develops own vocabulary:
- 6.4.1 analyses word formation;
- 6.4.2 uses a personal dictionary;
- 6.4.3 understands between 3 000 and 4 500 common spoken words in context by the end of grade 5.

1.1.7 Memorandum

WINGS

In this module the learners will be expected to give their imaginations wings – to use their initiative and to be very creative.

STEP-BY-STEP THROUGH THE MODULE AND MEMORANDUM

Word Puzzle

ACTIVITY1 : TO SOLVE A WORD PUZZLE

- Before giving the learners the puzzle to do, initiate a discussion on methods of transport. Let the learners lead you in the discussion.
- This is a very straight forward activity. The words are not difficult to find and the clues are given below the wordsearch.

Aeroplane, aeroplane, hovercraft, rollerblades, microlight, windsurfer, bicycle, jet, rocket, swim, wing, blades, land, run, train, bus, skis, rush, trot, feet, motor car, skateboard, water, horse, move, sails, wheels

Survey

ACTIVITY 2:

- In finding the information the learners will need to work in groups of not more than four to a group in order to share the workload. It is of utmost importance that the research must be done thoroughly, as they will need this information for some of the tasks that lie ahead.
- They will need to complete the table with as much of the requested information as possible, so that the feedback they give is as comprehensive as possible.

Quick – debate

This is not for assessment.

The learners can work in groups of two. They may use the information they researched and may base their ‘argument’ on this information. However, opinion may also be used in motivating why their selected mode of transport is the best/most economical.

It is important that the learners give each other a fair chance to speak and that they listen and encourage each other to speak in the language. The educator must ensure that learners do not laugh at each other or ridicule each other.

Five “musts” for the visitor

ACTIVITY 3

- Read the following extract to the learners twice. The learners need to listen carefully before attempting to answer the given questions. Assess the activity.

1. Groote Schuur Hospital

2. at night (at full moon)
3. the trip to Robben Island
4. fynbos and rock
5. you would walk / stroll
6. tandem paragliding, mountain biking, sandboarding, kloofing
7. 1967

This article has been written to tell the reader **about the places of interest and the activities to experience in and around Cape Town.**

(any relevant answer will do – along the same lines as the answer above)

Five ‘musts’ for the visitor

Cape Town has something to suit your style and energy level

1. Transplant Museum

The world’s first human heart transplant was performed at Groote Schuur Hospital on December 3, 1967. Book in advance to see a reconstruction of the event in the original operating theatre. The hearts of both the donor and the recipient are on display.

2. Howl at the full moon !

Make the most of the moonlight by walking up Lion’s Head at full moon. Set off well before sunset and start walking up the sand road opposite the parking spaces under the trees. The path offers breathtaking views of Camps Bay, Clifton, Signal Hill and the harbour.

3. Robben Island

This outing is considered an essential excursion, as it is a place of history, education and a look into South Africa’s past. The island is a living museum. Your ticket includes the return boat trip and a tour around the museum by an ex-inmate.

4. Table Mountain

No visit is complete until you have visited Cape Town’s wonder – Table Mountain. There are various options to get closer to the spirit of Adamastor, who, legend has it, was turned into fynbos and rock by the scornful nymph of the sea. Take the cable car, or alternatively pack a picnic and take a stroll to the top.

5. Extreme Adventure

Not to be missed ! Get your blood pumping ... from a number of exhilarating, daredevil adventures – tandem paragliding, mountain biking, sandboarding, kloofing or a variety of other high-adventure activities. Table Mountain is the world’s highest abseil at 112m, and therefore something definitely not to be missed.

ACTIVITY 4

- The instructions in the module are self-explanatory to the learner.
- It is important that the learner understands that the success of this oral activity is based on the amount of research that is done. The research forms the basis of this activity.
- Quite specific places of interest have been selected for this activity, but for out-of-town learners and schools it might be of more interest to find a place of interest within their area to research and present. This is quite acceptable.

The learners are expected to listen to three speakers of their choice, and to complete a table, summarising information. This ensures that they listen with attention for specific information.

ACTIVITY 5

- This is quite an interesting activity – every learner will most probably have a totally different selection, and for vastly different reasons. This should lead to interesting discussions. Remind the learners to respect the opinions of others, even if the opinion differs.
- The written reason should be clearly stated.

1.2 Reading and writing²

1.2.1 ENGLISH FIRST ADDITIONAL LANGUAGE

1.2.2 Grade 5

1.2.3 WINGS

1.2.4 Module 2

1.2.5 READING AND COMPREHENSION

ACTIVITY 1

TO READ TEXT FOR PLEASURE [LO 3.6.1]

TO USE A DICTIONARY [LO 3.7.1]

TO PUT SENTENCES INTO CORRECT SEQUENCE / ORDER [LO 5.2.3]

TO USE THE PRESENT PASSIVE VOICE [LO 6.2.3]

Read this extract carefully before answering the questions.

Nature is amazing – it has designed birds, animals, insects and plants in such a way that they can fly, glide or become air-borne!

In *Discovering Flight* by Dina Knoetze, the writer lists unbelievable facts about birds. She states that the peregrine falcon can reach a speed of 350 km per hour in a dive! She also states that the Arctic tern migrates from the Antarctic to the Arctic and back – a distance of 40 000 km – every year. This is equal to flying around the world!

Did you know that feathers not only keep a bird warm, but they can spread out and move closer together to help the bird control its flight? The tail feathers are used like a rudder: they aid the bird in turning and twisting and changing speed.

Not only birds fly. A mammal which flies – and is not a bird – is the bat. Their wings are made of a thin skin, enabling them to twist and turn expertly in the air while flying. Insects – moths, dragon-flies, bees, butterflies and flies – can also fly. The flying squirrel leaps and glides to the ground from branches in trees. Fish can ‘fly’ – flying fish leap out of water to escape from enemies.

Do you understand?

Use your dictionary to find the proper meanings to these words:

- (a) air-borne :
- (b) enemy:
- (c) rudder:

Answer the following simple questions. The sentences have been started in order to help you answer.

1. What is the name of the book written by Dina Knoetze?

The book _ _ _ _

1. Which part of the bird helps it to twist and turn while flying?

The _ _ _ _ _

1. Which mammal can fly?

The mammal is _ _ _ _ _

1. This mammal's wing is made of _ _ _ _ _
2. Name one kind of insect that can fly.

²This content is available online at <<http://cnx.org/content/m26669/1.1/>>.

One kind of insect that _ _ _ _ _

1. Complete the sentence: A certain kind of fish can fly in order to _ _ _ _ _
2. True or False: The Arctic tern swims around the world each year. _ _ _ _ _
3. True or False: Only creatures that have feathers can fly. _ _ _ _ _

CHALLENGE :

Think of a suitable title for this piece of reading.

Read the following extract carefully.

Hot-air balloons

Two Frenchmen, Joseph and Etienne Montgolfier, designed the first hot-air balloon. They lifted off into the skies – and managed to stay aloft for 26 minutes!

This was an exciting experience for all prospective hot-air balloonists. However, this kind of flight had its limitations. Man could soar in a balloon, but was at the mercy of the wind and weather.

The design of the hot-air balloon was improved by adding a propeller and engine, and then by changing the shape. A cabin was placed underneath the improved cigar-shaped balloon for passengers and goods. These huge inventions were called airships. However, they were slow and could not change course quickly.

What was needed was a powered flight – using an engine -, propellers – to push the aircraft through the air – and wings to lift and control the aircraft. Wilbur and Orville Wright managed to design this new kind of flying machine, the *Flyer*, and it flew successfully for 12 seconds.

Put the following sentences in order (sequence of events)

A propeller and engine was added, and the shape changed.

A cabin was added to the airship design.

The hot-air balloon flew for 26 minutes.

The *Flyer* flew successfully.

Many new hot-air balloonists took to the skies.

ACTIVITY 2

TO ANALYSE SIMPLE SENTENCES

[LO 6.3.2]

What makes a sentence? How do we put a sentence together?

1.2.6 The explanation below should help ...

What do these words tell you?

Is this a sentence?

The visitor

What do these two words tell you?
Is this a sentence?
Can you understand what is being said?
What information is being given about the visitor ?



Figure 1.1

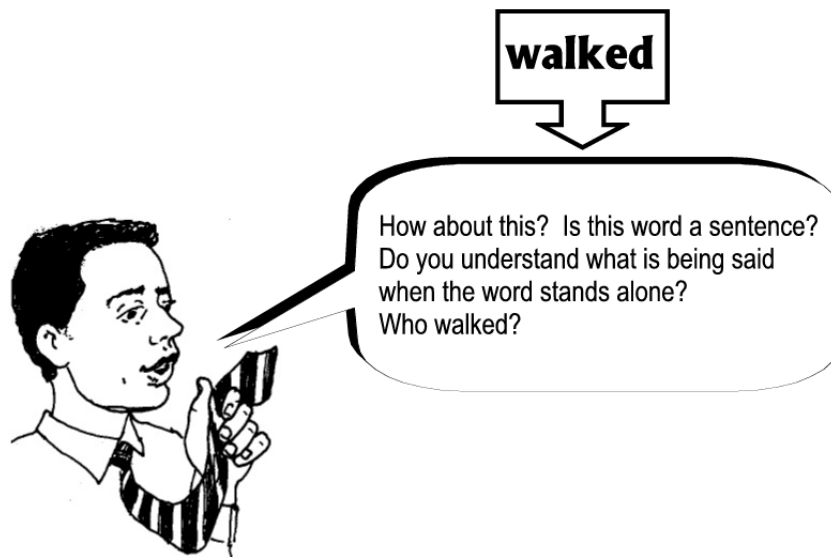


Figure 1.2

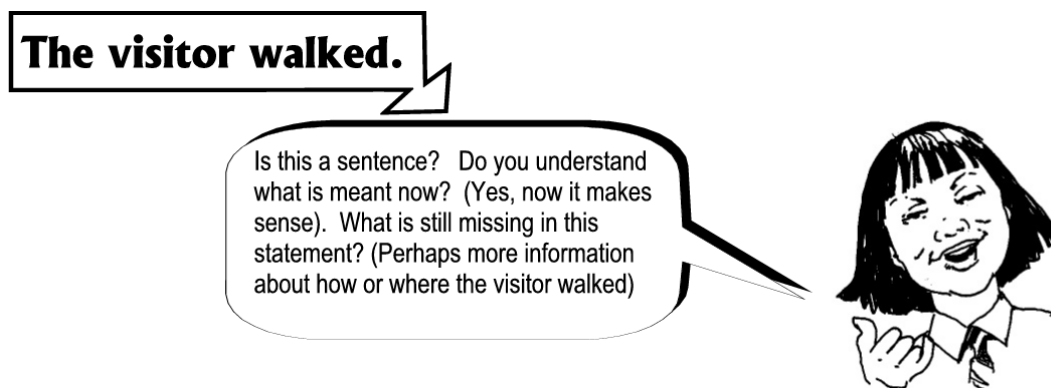


Figure 1.3

So, what is your definition of a simple sentence?

What do you think a sentence 'should have' in order to **be** a sentence?

- an action word (a verb – it tells you what is happening)

Now complete these simple sentences by adding a **telling part** to each:

(a) My uncle went _ _ _ _ _

- (b) The tour guide _____
 (c) Peter saw _____
 (d) She paid _____
 (e) Our neighbour is _____

Complete these simple sentences:

- (a) _____ ate fresh fish in Hout Bay.
 (b) _____ patted the dog.
 (c) _____ are delicious.
 (d) _____ travelled to Africa.

A, B, C . . . ORDER (Dictionary skills – to aid reading)

ACTIVITY 3

TO SOLVE A WORD PUZZLE AND ARRANGE WORDS IN ALPHABETICAL ORDER [LO 3.6.4]

TO USE A PERSONAL DICTIONARY [LO 6.4.2]

How would you go about arranging words in alphabetical order, in an organised fashion?

Arrange the following words in alphabetical order, according to . . .

	... the 1 st letter			... the 2 nd letter
mug			steep	
bug			sheep	
hug			sleep	
tug			sweep	
rug			suite	

Table 1.3

	... the 3 rd letter			... the 4 th letter
enquire			senorita	
end			sent	
encore			senior	
enforce			senator	
engage			sense	

Table 1.4

CHALLENGE!

Not for the faint-hearted

Arrange the following in alphabetical order:

1. untruth ; untuned ; untouched ; untidy

1. zip ; zest ; zoom ; zombie ; zone

1. songwriter ; songbird ; songbook ; songsmith

1.2.7 Assessment

LO 3

READING AND VIEWING The learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.

We know this when the learner:

- 3.1 understands in a simple way some element of stories:
- 3.1.2 the moral of a story, where appropriate;
- 3.2 understands, in a simple way, some elements of poetry:
- 3.2.1 rhyme;
- 3.2.2 words which begin with the same sound;
- 3.2.3 words which imitate their sound;
- 3.3 reads for information.
- 3.6 reads for pleasure:
- 3.6.1 reads fiction and non-fiction at an appropriate reading and language level;
- 3.6.4 solves word puzzles;
- 3.7 uses reference books and develops vocabulary:
- 3.7.1 uses a dictionary.

LO 5

THINKING AND REASONING The learner will be able to use language to think and reason, and access, process and use information for learning.

We know this when the learner:

- 5.2 uses language for thinking:
- 5.2.3 sequences things;
- 5.2.4 classifies things according to criteria;
- 5.2.8 expresses opinions and gives reasons for them;
- 5.2.9 discusses advantages and disadvantages;
- 5.3 collects and records information in different ways:
- 5.3.2 designs, draws and labels maps, plans, charts, graphs and diagrams.
- 5.4 transfers information from one mode to another:
- 5.4.4 does a mind map summary of a short text.

LO 6

LANGUAGE STRUCTURE AND USE The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

We know this when the learner:

- 6.2 uses language forms and structures to communicate orally and in writing:
- 6.2.3 uses the passive voice to communicate orally and in writing: present passive voice;
- 6.3 understands and uses simple sentence structure:
- 6.3.2 analyses simple sentences (e.g. The light bulb/was invented/ in 1877);
- 6.4 develops own vocabulary:
- 6.4.1 analyses word formation;
- 6.4.2 uses a personal dictionary;
- 6.4.3 understands between 3 000 and 4 500 common spoken words in context by the end of grade 5.

1.2.8 Memorandum

Reading and comprehension

- (a) air-borne : **transported by air**
- (b) enemy: **foe ; opponent ; a person openly hostile to another**
- (c) rudder: **used for steering or guiding (on a plane or boat)**

Answer the following simple questions. The sentences have been started in order to help you answer.

- The book is called *Discovering Flight*.
- The tail feathers are used to help it to twist and turn while flying.
- The mammal is a bat.
- This mammal's wing is made of a thin skin.
- One kind of insect that can fly is a moth. (dragon-fly ; bee ; butterfly ; fly)
- A certain kind of fish can fly in order to escape from its enemies.
- False (It does not swim around the world. It flies from the Antarctic to the Arctic and back and the distance travelled is equal to swimming around the world.)
- False (Birds, animals, insects and plants can fly.)

CHALLENGE : Think of a suitable title for this piece of reading. *Any suitable heading that is relevant to the contents of the extract, should be deemed as correct.*

Discuss the assessment criteria with the learners beforehand, so that they know what to expect and where they need to focus.

Hot-air balloons: sequence of events

1. The hot-air balloon flew for 26 minutes.
2. Many new hot-air balloonists took to the skies.
3. A propeller and engine was added, and the shape changed.
4. A cabin was added to the airship design.
5. The *Flyer* flew successfully.

Analysing sentences

ACTIVITY 2

- **Ensure that the learners understand the work before continuing.** Allow the learners to put together a simple definition of a **simple sentence**. Use their input and guide them in the right direction, even if it means that you spend time on this section of the activity.

You might receive the following information from the learners: **A simple sentence**

- starts with a capital letter and ends with a full stop ;
- contains a verb;
- contains a subject (who or what);
- tells you something (one idea).

Alphabetical order

ACTIVITY 3

Alphabetical order

	... the 1 st letter			... the 2 nd letter
mug	bug		steep	sheep
bug	hug		sheep	sleep
hug	mug		sleep	steep
tug	rug		sweep	suite
rug	tug		suite	sweep

Table 1.5

	... the 3 rd letter		... the 4 th letter
enquire	enclose	senorita	senator
end	end	sent	senior
encore	enforce	senior	sent
enforce	engage	senator	senorita
engage	enquire	sense	sense

Table 1.6

Arrange the following in alphabetical order:

1. untidy ; untouched ; untruth ; untuned
2. zest ; zip ; zombie ; zone ; zoom
3. songbird ; songbook ; songsmith ; songwriter

1.3 Story-telling³

1.3.1 ENGLISH FIRST ADDITIONAL LANGUAGE

1.3.2 Grade 5

1.3.3 WINGS

1.3.4 Module 3

1.3.5 STORY-TELLING

ACTIVITY 1

TO SUGGEST AN ALTERNATIVE ENDING FOR THE STORY [LO 1.1.5]

TO RETELL INFORMATION / A STORY [LO 1.1.6]

TO RECOUNT AN EVENT WITH SUPPORT [LO 1.4.2]

TO LISTEN TO OTHERS AND ENCOURAGE THEIR ATTEMPTS TO SPEAK AN ADDITIONAL LANGUAGE [LO 1.5.2]

TO UNDERSTAND THE MORAL OF A STORY [3.1.2]

TO READ FOR PLEASURE – NON-FICTION AT AN APPROPRIATE READING AND LANGUAGE LEVEL [3.6.1]

Find information on at least one more tourist attraction anywhere in our country. Read about it. Paste your information on the back of this page.

Make sure that you know the contents well.

Turn to your partner and retell what you have read.

Listen to your partner retell what you have told him/her, to you.

Which one of you was most accurate in re-telling the information?

OR

Find a story/fable/folktale about something that can fly. Think wide: birds, 'planes, space ships, hot air balloons – even rocket-propelled people – can fly. Make sure that you know what you have read, then turn and tell your partner the story. Listen to your partner telling the story (-ies) he has read.

NOW

Retell one of the following stories to your classmates.

³This content is available online at <<http://cnx.org/content/m26671/1.1/>>.

(1)

Who is the Best ?

(an East African fable)

One day the animals were quarrelling about who was the best animal.

“I am,” roared the lion, “for I am the most feared. Everyone is terrified of me.”

“No, I am,” trumpeted the elephant, “because I am the biggest!”

“No, I am,” hissed the snake, “for I am the deadliest. No-one will survive my poison.”

“Am I not the one who flies the highest ?” cried the eagle.

This argument went on for a long time, each one claiming to be very important. The cheetah claimed that he was the fastest creature, the giraffe insisted that he was the tallest, the python stated that he was the longest, and the sheep was adamant that he was the most patient.

Finally they agreed to call Man and let him be the judge. Man came and said, “The best of all the animals is the cow because she is the most useful to me!”

(2)

The Bees and the Tortoise

(a fable from Mali)

The bees had made a new drum, and as bees love dancing, they danced and hummed for hours in celebration on that day. All the animals heard the noise coming from the hive and they came along, hoping to be invited to join in, but the bees kept their celebration all to themselves. The lion, the elephant, the leopard, the hartebeest, the buffalo, the antelope, the hog and even the tortoise were there.

After listening for a while, the animals grew so fond of the sound of the new drum that they decided to steal it. First the lion tried but he was stung by a hundred bees and had to run away. All the animals tried to steal the drum but none of them succeeded.

Then, at last, the tortoise offered to try. All the animals laughed heartily at this, but the tortoise went into the hive and told the bees that he was a master drummer. He played beautifully after the bees had given him permission to drum for a little while. Suddenly the drum disappeared! The clever tortoise had hidden it underneath his shell. He excused himself and walked away quietly. The bees were so angry that they tried to sting him, but to no avail – he was too well protected by his shell. That is why he had the confidence to try when everyone else had failed.

(Stories taken from *Fables from Africa*, collected by Jan Knappert)

Discussion

- What is the moral in each of these stories? What is the lesson that we can learn from each tale?
- How can we apply this lesson to our own lives?
- Suggest a different ending for one of the stories. Tell the rest of the class.

ACTIVITY 2

TO READ FOR PLEASURE NON-FICTION AT AN APPROPRIATE READING AND LEVEL

[LO 3.6.1]

It takes practice to read fluently.

When you were very small and just learning to ride your bike, it took time and endless **practice** before you could ride with confidence. Reading is no different. You will need to **practise** your piece over and over again, making sure you know how to pronounce challenging words and even know their meanings, before you can read confidently and fluently.

TASK:

Prepare a piece of reading of your own choice to read to the class and to your teacher. Choose some interesting dialogue in an interesting passage and practise using different voices.

ACTIVITY 3

TO UNDERSTAND SOME ELEMENTS OF POETRY:

RHYME; WORDS BEGINNING WITH THE SAME SOUND; IMITATION OF SOUNDS [LO 3.2.1; 3.2.2; 3.2.3]

TO WRITE CREATIVELY [LO 4.3.3]

Some people believe that poems need to be learnt or that you have to read them seriously ... but poems can be fun, too!

Do you still remember this nursery rhyme?

Can you sing it?

SING A SONG OF SIXPENCE

Sing a song of sixpence,

A pocket full of rye;

Four and twenty blackbirds,

Baked in a pie.

When the pie was opened,

The birds began to sing;

Was that not a dainty dish,

To put before the King?

(Taken from *Traditional Nursery Rhymes*, Brown Wells and Jacobs, 1985)

Points to ponder:

Which words rhyme with each other?

Are there words in the same line, or lines which follow each other, starting with the same sound?

Who would read this poem with enjoyment (the target audience)?

1.3.6 How many other poems about flying creatures can you find? Bring them along to class so that we can enjoy them together. Read your poem as well as you can – with expression!

1.3.7 Glue your example here or write it out neatly.

1.3.8 ACROSTIC POEMS

Now, try to write your own poem!

Choose a word. Write the letters vertically on your page. Write a word next to each letter, describing your topic. Look at the example.

R	oaring		Try this one
O	ut to space	W	
C	arrot-shaped	I	
K	ickstarted	N	
E	verlasting darkness	G	
T	o discover !	S	

Table 1.7

And this one:

V	
U	
L	
T	
U	
R	
E	

Table 1.8

Now try some of your own. Choose any of the following:

astronaut ; balloon ; butterfly ; owl ; eagle ; train (or any other).

(1) (2)

I enjoyed this task. Why?

I did not enjoy this task. Why not?

ACTIVITY 4

TO RESPECT OTHER LEARNERS, GIVE THEM A CHANCE TO SPEAK AND ENCOURAGE THEIR ATTEMPT SO SPEAK THEIR ADDITIONAL LANGUAGE [LO 1.5.1; 1.5.2]

TO ASK AND ANSWER QUESTIONS IN THE ADDITIONAL LANGUAGE

[LO 2.1.1]

TO EXPRESS AN OPINION AND GIVE A REASON FOR IT [LO 2.1.3]

Help !

I'm in desperate need of a change of scenery ... !

Where to go ... ?

Obtain a few brochures from your local travel agent. Study these brochures in your groups and discuss the following.

1. What does the brochure look like? How have they used lettering, colour and layout to attract the reader's attention?
2. Who is their target reader? Think about the person's age, interests, income, etc. How do you know (from studying the brochure) who they are hoping to attract to this venue or resort?
3. What kind of language do they use in their brochure? Formal? Informal? Why?
4. What is the purpose of this brochure? What is the purpose of the information they are supplying to the reader?
5. In your opinion, what makes this place appealing to you? Why would you want to go and holiday there?
6. Choose someone in your group to give feedback to the rest of the class.

CHECKLIST(to be completed by the group members)Tick the appropriate column		
We studied the brochure in detail, noting the use of lettering, colour and layout. We made notes on our findings.	yes	no
<i>continued on next page</i>		

We made decisions as to who the target reader would be.	yes	no
We discussed the type of language used in the brochure and made notes.	yes	no
We discussed the type of information given in the brochure and we made notes for further reference.	yes	no
We will be using some of the notes in the following tasks.	yes	no
We remembered to speak English most of the time.	yes	no
We listened to each other and gave members of the group chance to speak without interruption.	yes	no

Table 1.9

Notes :

Design your own brochure

ACTIVITY 5

TO WRITE A SHORT DESCRIPTION OF A PLACE [LO 4.1.5]

TO EXPRESS AN OPINION IN WRITING AND GIVE REASONS [LO 4.1.6]

TO DESIGN A BROCHURE, INCORPORATING MEDIA (PICTURES) AND TEXT [LO 4.4.1]

TO WRITE A ROUGH DRAFT [LO 4.5.1]

TO GET FEEDBACK FROM A CLASSMATE [4.5.3]

TO REWRITE THE DRAFT AFTER FEEDBACK [LO 4.5.4]

TO SPELL FAMILIAR WORDS CORRECTLY [LO 4.5.5]

TO USE A WIDE RANGE OF PUNCTUATION [LO 4.5.6]

1. You may choose to work on your own or in groups of two.
2. Select a **destination** or a tourist attraction to be the topic of your brochure.
3. **Ask questions** to be answered in your brochure (such as: where it is; how to get there ; what the costs involved are; what there is to see; give contact numbers / address; and any other information that you may have gleaned from studying the brochures).
4. Use an A4 size sheet of blank paper for you brochure – write all the information by hand and draw the sketches, pictures and ‘photographs’ yourself. No photostat copies are allowed. You may fold the paper into halves, quarters, lengthwise, into triangles – in any way you wish.
5. Complete all your work in class. No work may be done at home. Your teacher will tell you in advance how much time you will be given to work on this project in the class.
6. Share the workload. When you have finished this task, attach it to the top of this page.

Use this space for your ideas and notes.

Use this space for your final draft. After your writing effort has been edited and checked by a friend, write your final draft as per instructions.

1.3.9 Assessment

LO 1

LISTENING The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.

We know this when the learner:

- 1.1 understands stories (told or read to learners):
 - 1.1.1 answers literal questions;
 - 1.1.2 responds personally;
 - 1.1.5 suggests an alternative ending for the story;
 - 1.1.6 retells the story;
 - 1.1.7 summarises the story with support;
- 1.4 understands recounted events:
 - 1.4.2 recounts the same events with support;
- 1.5 respects other learners:
 - 1.5.1 gives other learners a chance to speak;
 - 1.5.2 listens to them and encourages their attempts to speak their additional language.

LO 2

SPEAKING The learner will be able to communicate effectively in spoken language in a wide range of situations.

We know this when the learner:

- 2.1 interacts in additional language:
 - 2.1.1 asks and answers questions;
 - 2.1.3 expresses an opinion and gives a reason for it;
- 2.3 uses additional language to communicate information:
 - 2.3.5 talks about a familiar topic with preparation.

LO 3

READING AND VIEWING The learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.

We know this when the learner:

- 3.1 understands in a simple way some element of stories:
 - 3.1.2 the moral of a story, where appropriate;
- 3.2 understands, in a simple way, some elements of poetry:
 - 3.2.1 rhyme;
 - 3.2.2 words which begin with the same sound;
 - 3.2.3 words which imitate their sound;
- 3.3 reads for information.
- 3.6 reads for pleasure:
 - 3.6.1 reads fiction and non-fiction at an appropriate reading and language level;
 - 3.6.4 solves word puzzles;
- 3.7 uses reference books and develops vocabulary:
 - 3.7.1 uses a dictionary.

LO 4

WRITING The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

We know this when the learner:

- 4.1 writes to communicate information:
 - 4.1.5 writes a short description of a person, object or simple process;
 - 4.1.6 expresses an opinion in writing and gives a reason for it;
- 4.3 writes creatively:
 - 4.3.3 uses some techniques for creative writing: repeating the same structure to create a poetic rhythm and pattern;
- 4.4 designs media texts:
 - 4.4.1 designs a simple poster and/or notice;

4.5 treats writing as a process, and uses developing knowledge of language structure and use:

- 4.5.1 writes rough drafts;
- 4.5.3 gets feedback from the teacher and classmates;
- 4.5.4 rewrites after feedback;
- 4.5.5 begins to understand differences in writing style;
- 4.5.6 spells familiar words correctly;
- 4.5.7 uses a wider range of punctuation.

1.3.10 Memorandum

Reading and speaking

- Here again, impress upon the learners to find information on at least one more tourist attraction anywhere in our country. The research is the basis for the task and needs to be done well.
- Do not rush this task. The learners need to read their information with concentration, in order to re-tell it successfully. If they struggle with this task, do it over – until they have mastered the skill.
- **The two African stories :** Allow the learners to lead in the following discussion. You may find that there is more than one interpretation of the story.

Discussion

- What is the moral in each of these stories? What is the lesson that we can learn from each tale?
- How can we apply this lesson to our own lives?
- Suggest a different ending for one of the stories. Tell the rest of the class.

Reading

- It takes practice to read fluently. Impress upon the learners to practise and to pay attention to pronunciation of difficult words and fluency of the piece of reading.

Poems

ACTIVITY 3

Points to ponder: discuss the following with the learners (Use other examples as well – those which the learners bring to school)

- Which words rhyme with each other?
- Are there words in the same line, or lines which follow each other, starting with the same sound?
- Who would read this poem with enjoyment (the target audience)?

1.3.11 Acrostic poems are fun to do. Allow the learners to select their best poem and to rewrite it onto newsprint. Display these poems on the pinboards or display them in the corridors for others to read.

Allow the learners to choose their own topics if they wish.

ACTIVITY 4

Once again, the research is important. Use the samples brought by the learners in the discussion re layout. (see points 1 – 6)

The Brochure

Very clear instructions are listed for the learners to note.

Follow the guidelines laid down for written work. Ensure that the learner's mind-map their ideas, put these ideas into sentences and paragraphs, write a rough draft which is edited – before writing a final draft. Use the space provided in the module. If this is not sufficient, allow the learners to work on blank paper or lined folio. Include this into the module.

ACTIVITY 5

1.4 Punctuation, gender, dictionary⁴

1.4.1 ENGLISH FIRST ADDITIONAL LANGUAGE

1.4.2 Grade 5

1.4.3 WINGS

1.4.4 Module 4

1.4.5 PUNCTUATION, GENDER, DICTIONARY

ACTIVITY 1

TO USE A WIDER RANGE OF PUNCTUATION

[LO 4.5.7]



Figure 1.4

stop

my name is gemma and i am a cute puppy what is your name i love bones shoes shells and anything that dares to move can i pounce on your tail no don't go i want to play



Figure 1.5

Goodness me!

The silly puppy is not making sense! Hasn't her mother taught her anything? I'll have to teach her a thing or two.

What is Gemma doing wrong? Why is she not making sense?

Circle all the places in the speech bubbles above where **capital letters** have not been used:

STOP! CHECK! REWRITE CORRECTLY!

1. the district six museum is an interesting place to visit.
2. you can visit the place from monday to friday, but not on christmas day.
3. i read that it is in buitenkant street, cape town.
4. it tells of the people who live on the slopes of table mountain.

What are the following **punctuation marks** called and how are they used?

a) A **full stop** is used at the end of a _____ .

E.g. _____

⁴This content is available online at <<http://cnx.org/content/m26662/1.1/>>.

b) ? A **question mark** is used at the end of a _____.

E.g. _____

c) ! An _____ is used to show emotion, such as anger, fear, surprise, shock.

E.g. _____

STOP! CHECK! REWRITE CORRECTLY!

1. take a stroll up lion's head at full moon

2. no

3. would you like to know more about robben island

4. may i book your ticket to the island

5. please let me go

6. he underwent the operation in December 1967 at groote schuur

Commas are used in various ways, such as -

1. to separate items in a list
2. to separate the name of the person being spoken to, from the rest of the sentence
3. before 'yes' and 'no' in the beginning of the sentence
4. when additional information is inserted into the sentence

Activity : Match the examples below to the rules listed above.

- Yes, Dina Knoetze wrote a book about birds.
- Birds, bees, squirrels, fish and butterflies can fly.
- No, I cannot fly without wings.
- The bat, a mammal, flies in an expert fashion.
- Ayanda, did you know that squirrels can fly?
- The Arctic tern, a bird, flies a distance of 40 000 km each year.
- "The flying fish leaps out of the water to escape from enemies, John."
- Nature has designed birds, animals, insects and plants in such a way that they can fly, glide or become air-borne!

STOP! CHECK! CORRECT!

(The asterisks serve as clues to help you.)

1. *you will see *camps *bay * clifton * signal *hill and the harbour *

2. *xolo * an ex-inmate * will take you on a tour of the island *

3. *no * i do not wish to go along *

4. *yes * *i don't mind carrying the picnic basket up the mountain*

5. *peter * my friend * is looking forward to the trip*

6. *mark * are you also going to the transplant museum *

Write out the following sentences, **using capital letters, full stops, commas, question marks and exclamation marks** where necessary:

1. are you going to surf at noordhoek beach on saturday

2. do tourists often go to the castle in cape town

3. i went para-gliding abseiling mountain biking and sandboarding

4. have you tried south african foods before

7. siswe a chef from limpopo specialises in crocodile steaks

ACTIVITY 2

TO ANALYSE WORD FORMATION [LO 6.4.1]

TO UNDERSTAND BETWEEN 3 000 AND 4 500 COMMON SPOKEN WORDS IN CONTEXT BY THE END OF GRADE 5 [LO 6.4.3]

Use the list provided below in order to complete the following sentences :

1. A _____ is a man who has never been married.
2. My brother's daughter is my _____.
3. When my grandfather passed away, my granny became a _____.
4. We milk the _____ every morning before breakfast,

while the _____ grazes nearby in the field.

1. My mother gave birth to baby girl last week : _____ is my new _____.
2. I have two children ; a son and a _____.
3. Many talented actors and _____ act in *Isidingo*.
4. The policewoman saved the life of the child and is now a **h**_____.

actress – actoraunt – unclmother – fatherniece – nephew
policewoman – policemanprincess – prince-queen – kingsister – brotherwife – husbandhero - heroine

female – malegirl – boyshe – hespinster – bachelor-daughter - son
traitress – traitorwaitress – waiter-widow – widowerwitch – wizardcow - bull

Table 1.10

ACTIVITY 3

TO ANALYSE WORD FORMATION [LO 6.4.1]

TO USE A PERSONAL DICTIONARY [LO 3.7.1; 6.4.2]

Words !

Each one of the words listed below has something in common. What do you think it could be?

Select four coloured pencils from your pencil case and colour each group of words the same colour.

submarine	supermarket	substandard	superfine
unknown	subway	superstructure	untie
rebuild	undone	rewrite	replay

Table 1.11

Did you group your words according to the similar word beginnings?
 ‘Sub-, super-, un- and re-’ are known as prefixes. Each prefix has a specific meaning. Use your dictionary and find out the meanings of the words (and the prefixes). Write them below.

Find two examples each of words beginning with the following prefixes:

	(dis- making the word opposite in meaning)
	(dis- making the word opposite in meaning)
	(tele- meaning far / distant)
	(tele- meaning far / distant)
	(uni- meaning one)
	(uni- meaning one)
	(bi- meaning two)
	(bi- meaning two)
	(tri- meaning three)
	(tri- meaning three)

Table 1.12

Challenge !

If a **prefix** is a ‘word beginning with a specific meaning’, what would a **suffix** be?

- How would you explain it to someone?
- List five examples of different suffixes with their meanings.

ACTIVITY 4

TO ANALYSE WORD FORMATION

[LO 6.4.1]

1.4.6 SPELLING AND VOCABULARY

Try this method to remember how to spell the words -

- **Study** the word.
- **Cover** it up!
- ABC! Try to **spell** it!
- **Write** it.
- **Check** your word!

Doubling up !

After a short vowel, the consonant must be doubled when adding -ed or -ing.

- Shade the words which have a short vowel sound **red** and those with a long vowel sound **blue**.

fit	tip	clean	tug	walk	shout
beg	leap	loop	talk	clap	peep
hem	pop	fuse	plan	hop	pat

Table 1.13

- Rewrite the red words, adding on –ed and –ing. The first one has been done for you. Circle the doubled consonant in a colour of your choice.
- Practise to spell these words by using the method given on the previous page. Remember to use this method every time you need to learn the spelling of a new word.

ACTIVITY 5**TO ANALYSE WORD FORMATION**

[LO 6.4.1]

SHAKE THE WHIP!!

Try these! Remember to

- **Study** the word.
- **Cover** it up!
- **ABC!** Try to **spell** it!
- **Write** it.
- **Check** your word!

These words are missing their first letters – solve the mystery!

.....adow	.....ink	.....ief
.....irsty	.....iver	.....oulder
.....ich	.....ip (ouch!)	.....elf
.....under	.....isper	.....ere
.....eel	.....out	.....ought

Table 1.14

Challenge!! How many of these words can you fit into a nonsense sentence?

Fill in the missing words to complete the rhymes:

To reach the coffee on the _____ stand on tiptoe and stretch yourself!

I'm so _____ I need a drink.

Water tastes so awful, so I _____!

Little BoBeep has lost her sheep – _____ would they be fast asleep?

_____ and lightning makes me quiver

I get so scared I start to _____!

1.4.7 Assessment**LO 3**

READING AND VIEWING The learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.

We know this when the learner:

- 3.1 understands in a simple way some element of stories:
- 3.1.2 the moral of a story, where appropriate;
- 3.2 understands, in a simple way, some elements of poetry:
- 3.2.1 rhyme;

- 3.2.2 words which begin with the same sound;
- 3.2.3 words which imitate their sound;
- 3.3 reads for information.
- 3.6 reads for pleasure:
- 3.6.1 reads fiction and non-fiction at an appropriate reading and language level;
- 3.6.4 solves word puzzles;
- 3.7 uses reference books and develops vocabulary:
- 3.7.1 uses a dictionary.
- LO 4

WRITING The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

We know this when the learner:

- 4.1 writes to communicate information:
- 4.1.5 writes a short description of a person, object or simple process;
- 4.1.6 expresses an opinion in writing and gives a reason for it;
- 4.3 writes creatively:
- 4.3.3 uses some techniques for creative writing: repeating the same structure to create a poetic rhythm and pattern;
- 4.4 designs media texts:
- 4.4.1 designs a simple poster and/or notice;
- 4.5 treats writing as a process, and uses developing knowledge or language structure and use:
- 4.5.1 writes rough drafts;
- 4.5.3 gets feedback from the teacher and classmates;
- 4.5.4 rewrites after feedback;
- 4.5.5 begins to understand differences in writing style;
- 4.5.6 spells familiar words correctly;
- 4.5.7 uses a wider range of punctuation.

LO 6

LANGUAGE STRUCTURE AND USE The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

We know this when the learner:

- 6.2 uses language forms and structures to communicate orally and in writing:
- 6.2.3 uses the passive voice to communicate orally and in writing: present passive voice;
- 6.3 understands and uses simple sentence structure:
- 6.3.2 analyses simple sentences (e.g. The light bulb/was invented/ in 1877);
- 6.4 develops own vocabulary:
- 6.4.1 analyses word formation;
- 6.4.2 uses a personal dictionary;
- 6.4.3 understands between 3 000 and 4 500 common spoken words in context by the end of grade 5.

1.4.8 Memorandum

ACTIVITY 1

1. The District Six Museum is an interesting place to visit.
2. You can visit the place from Monday to Friday, but not on Christmas Day.
3. I read that it is in Buitenkant Street, Cape Town.
4. It tells of the people who live on the slopes of Table Mountain.
 - a) A **full stop** is used at the end of a **sentence**
E.g. The tourist walked up the mountain.
 - b) ? A **question mark** is used at the end of a **question**.
E.g. Where are you going?
 - c) ! An **exclamation mark** is used to show emotion, such as anger, fear, surprise, shock.

E.g. Help! I am falling!

STOP! CHECK! REWRITE CORRECTLY!

1. Take a stroll up Lion's Head at full moon.
2. No!
3. Would you like to know more about Robben Island?
4. May I book your ticket to the island?
5. Please let me go!
6. He underwent the operation in December 1967 at Groote Schuur.

Commas are used in various ways, such as -

1. to separate items in a list;
2. to separate the name of the person being spoken to from the rest of the sentence;
3. before 'yes' and 'no' in the beginning of the sentence;
4. when additional information is inserted into the sentence.

Activity : Match the examples below to the rules listed above.

- Yes, Dina Knoetze wrote a book about birds. **(3)**
- Birds, bees, squirrels, fish and butterflies can fly. **(1)**
- No, I cannot fly without wings. **(3)**
- The bat, a mammal, flies in an expert fashion. **(4)**
- Ayanda, did you know that squirrels can fly? **(2)**
- The Arctic tern, a bird, flies a distance of 40 000 km each year. **(4)**
- "The flying fish leaps out of the water to escape from enemies, John." **(2)**
- Nature has designed birds, animals, insects and plants in such a way that they can fly, glide or become air-borne! **(1)**

STOP! CHECK! CORRECT!

1. You will see Camps Bay, Clifton, Signal Hill and the harbour.
2. Xolo, an ex-inmate, will take you on a tour of the island.
3. No, I do not wish to go along.
4. Yes, I don't mind carrying the picnic basket up the mountain.
5. Peter, my friend, is looking forward to the trip.
6. Mark, are you also going to the Transplant Museum?

Write out the following sentences, **using capital letters, full stops, commas, question marks and exclamation marks** where necessary:

1. Are you going to surf at Noordhoek Beach on Saturday?
2. Do tourists often go to the Castle in Cape Town?
3. I went para-gliding, abseiling, mountain biking and sandboarding.
4. Have you tried South African foods before?
5. Siswe, a chef from Limpopo, specialises in crocodile steaks.

Words and gender

1. gander
2. stallion
3. drake
4. she
5. cow
6. his
7. aunt
8. lioness
9. bitch
10. hen

11. squaw

Use the list provided below in order to complete the following sentences :

1. bachelor
2. niece
3. widow
4. cow ; bull
5. she ; sister
6. daughter
7. actresses

Word formation and the dictionary:

submarine	supermarket	substandard	superfine
unknown	subway	superstructure	untie
rebuild	undone	rewrite	replay

Table 1.15

These words begin with prefixes. The following are suitable meanings

	1. submarine : under the sea
sub-	2. subway : under the road
	3. substandard : below standard
	1. supermarket : huge / large shop
super-	2. superstructure : huge / large structure or building
	3. superfine : incredibly fine
	1. unknown : not known
un-	2. undone : not done
	3. untie : not tied
	1. rebuild : built again
re-	2. rewrite : to write over again
	3. replay : to play it over

Table 1.16

ACTIVITY 4

- Practise the following method of learning spelling with your learners. Enforce it regularly.

1.4.9 SPELLING AND VOCABULARY

Try this method to remember how to spell the words -

- **Study** the word.

- **Cover** it up!
- ABC! Try to **spell** it!
- **Write** it.
- **Check** your word!

fittedfitting	tippedtipping	tuggedtugging		
beggedbegging			clappedclapping	
hemmedhemming	poppedpopping	plannedplanning	hoppedhopping	pattedpatting

Table 1.17

Word formation

SHAKE THE WHIP!!

shadow	think	thief
thirsty	shiver	shoulder
which	whip (ouch!)	shelf
thunder	whisper	where
wheel	shout	thought

Table 1.18

To reach the coffee on the **shelf**stand on tiptoe and stretch yourself!

I'm so **thirsty** I need a drink.

Water tastes so awful, so I **think**!

Little BoBeep has lost her sheep – **where** would they be fast asleep?

Thunder and lightning makes me quiver

I get so scared I start to **shiver**!

1.5 Term 2

1.5.1 Vocabulary⁵

LANGUAGES

Grade 5

ENGLISH FIRST ADDITIONAL LANGUAGE

Module 5

1.5.1.1 FULL OF FUN! VOCABULARY

ACTIVITY 1

TO READ FOR INFORMATION AND PLEASURE AND SOLVE A WORD PUZZLE [LO 3.6.4]

TO USE A DICTIONARY AND DEVELOP A VOCABULARY [LO 3.7.1]

TO ANALYSE WORD FORMATION [LO 6.4.1]

For **fun**, try your hand at **finding** and shading as many words beginning with **F** as you can in the word search. Work with a friend and help each other. Words can read in any direction.

Use your eyes! How many words can you find in 10 minutes ... 20 minutes ... 30 minutes ?

⁵This content is available online at <<http://cnx.org/content/m26696/1.1/>>.

E	E	R	F	L	A	V	I	T	S	E	F	I	R	E	M	A	N	I	F
F	O	O	T	B	A	L	L	I	F	F	R	O	S	T	E	G	R	O	F
F	F	U	R	N	I	T	U	R	E	F	U	F	A	I	N	T	F	P	F
F	E	A	T	H	E	R	F	E	R	B	I	F	I	T	S	E	R	O	F
L	O	O	F	R	A	N	K	E	N	S	T	E	I	N	F	L	A	L	I
S	R	U	O	V	A	L	F	F	F	F	L	O	W	E	R	B	Y	F	D
Y	U	F	L	R	E	V	E	F	A	U	N	A	F	L	E	E	T	F	G
L	M	A	D	H	N	A	F	A	I	R	Y	L	A	N	D	E	F	O	E
I	E	D	S	F	U	F	I	T	L	Y	L	A	R	O	L	F	I	I	T
M	F	E	U	F	F	I	N	A	L	I	S	T	F	I	L	L	F	O	X
A	R	A	O	F	I	F	A	L	C	O	N	F	F	U	R	Y	A	I	F
F	I	L	M	S	S	I	N	F	F	O	U	R	T	E	E	N	R	A	F
E	G	F	A	I	T	N	C	F	F	L	A	B	F	O	I	L	M	N	E
B	H	F	F	I	N	G	E	R	L	F	A	B	R	I	C	F	H	E	L
R	T	A	F	F	A	E	F	F	E	E	L	M	F	A	S	T	O	Z	B
U	I	F	F	U	R	R	O	W	A	L	F	L	E	S	H	H	U	O	I
A	F	A	F	B	G	N	T	C	A	F	A	B	U	L	O	U	S	R	X
R	A	E	F	I	A	A	X	A	F	A	C	I	N	G	A	T	E	F	E
Y	L	F	A	F	R	I	L	L	F	K	E	R	E	P	P	I	L	F	L
F	O	O	D	F	F	L	U	O	R	E	S	C	E	N	T	E	E	R	F

Table 1.19

Now, share your list with a partner. (The neatest lists will be put on the pinboard)

Now write down 25 words that your educator will give you and look up their meaning:

1.5.1.2 Assessment

LO 3

READING AND VIEWING The learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.

We know this when the learner:

3.1 understands in a simple way some element of stories:

3.1.4 notices the role that visual images (pictures, photographs) play in the construction of meaning (e.g. how old and young people are represented in pictures);

3.2 understands, in a simple way, some elements of poetry:

3.2.1 rhyme;

3.2.2 words which begin with the same sound;

3.6 reads for pleasure:

3.6.1 reads fiction and non-fiction at an appropriate reading and language level;

3.6.4 solves word puzzles;

3.7 uses reference books and develops vocabulary:

3.7.1 uses a dictionary;

3.7.2 demonstrates a reading vocabulary of between 2 000 and 3 500 common words.

LO 5

THINKING AND REASONING The learner will be able to use language to think and reason, and access, process and use information for learning.

We know this when the learner:

- 5.2 uses language for thinking;
- 5.2.4 classifies things according to criteria;
- 5.2.5 identifies similarities and differences between things;
- 5.2.6 distinguishes parts from the whole;
- 5.2.8 expresses opinions and gives reasons for them.

LO 6

LANGUAGE STRUCTURE AND USE The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

We know this when the learner:

- 6.4 develops own vocabulary:
- 6.4.1 analyses word formation (e.g. drum, drummer);
- 6.4.3 understands between 3 000 and 4 500 common spoken words in context by the end of grade 5.

1.5.1.3 Memorandum

FULL OF FUN

- STEP-BY-STEP THROUGH THE ACTIVITIES AND MEMORANDUM

ACTIVITY 1

Explain that the words could be read horizontally, vertically and diagonally, in all directions.

Motivate the learners by offering them 3 prizes: the learner with the most words after 10 min, after 20 min and after 30 min. Keep the prizes simple.

Approximately 132 words are hidden. Encourage the learners to find as many as they can.

fabric
fabulous
face
faces
facing
fact
fad
fail
faint
fair
fairy
fairyland
fait
fake
falcon
family
famine
famous
fan
far
farm
farmhouse
Fast
fat

fatal
fauna
fax
feat
feather
fed
fee
feeble
feel
femur
fen
fern
festival
feta
fever
few
fib
fidget
fifty
file
fill
film
films
fin
Fin
final
finalist
finance
finger
fingernail
fir
fire
fireman
fish
fist
fit
fits
fix
flab
flame
flat
flavour
flavours
flaw
flea
fleet
flesh
flex
flip
flipper
flo

flop
flora
floral
flow
flower
fluor
fluorescent
fly
fly
foe
foil
font
fold
folds
food
fool
foot
football
for
fore
forest
forge
foul
four
fourteen
fox
fragrant
Fran
Frank
Frankenstein
fray
Fred
free
free
fresh
fright
frill
frost
froze
frozen
fruit
fuel
full
fun
fur
furniture
furrow
fury

- Now give them the following words, to look up their meaning:

Fabricate furrow flax

Fabulous fait fluor

Fad falcon fluorescent

Famine fen foil

Flaw feta Frankenstein

Flex fib fray

Flo fidget fury

Forge flab feisty frill

ACTIVITY 1 (Extended)

TO USE A DICTIONARY AND DEVELOP VOCABULARY [LO 3.7.1]

TO USE LANGUAGE FOR THINKING BY IDENTIFYING SIMILARITIES AND DIFFERENCES;
DISTINGUISHING PARTS FROM THE WHOLE [LO 5.2.5]

TO ANALYSE WORD FORMATION [LO 5.2.6; 6.4.1]

Play with words : Extend this activity by doing the following : Separate the class into groups of 3 or 4.
Give each group a piece of chalk, a koki or a crayon and a sheet of newsprint.

Give each group the task of studying the words and categorizing them according to

- Same word endings – specify which or allow them to ‘discover’:
- Action words (verbs)
- Item words (nouns)
- Subjects
- Compound words, eg. Fireman (fire + man)
- Words containing ‘oo’; ‘ou’; ‘ee’; ‘ea’; ... etc
- Words containing long/short vowels
- Words containing consonant blends

Allow time for feedback to the class. Display the newsprint in class or even in the corridor.

1.5.2 Families⁶

1.5.2.1 ENGLISH FIRST ADDITIONAL LANGUAGE

1.5.2.2 Grade 5

1.5.2.3 FULL OF FUN!

1.5.2.4 Module 6

1.5.2.5 FAMILIES

ACTIVITY

TO NOTICE THE ROLE THAT PICTURES PLAY IN THE CONSTRUCTION OF MEANING [LO 3.1.4]

TO DISTINGUISH PARTS FROM THE WHOLE [LO 5.2.6]

The following relationship words should not be new or strange to you. Life is all about relationships, so you should start thinking about them now. Make sure that you know what each word means and consider the connections:

Parents:

mother

father

mom

dad

husband

⁶This content is available online at <<http://cnx.org/content/m26678/1.1/>>.

wife
single parent
foster parents
Siblings:
stepbrother
stepsister
brother
sister
halfbrother
halfsister
twins, triplets, quads
Your guardians:
godmother
godfather
foster parents
Relatives:
uncle
aunt
niece/s
nephew/s
cousin/s
Extended family:
stepmother
stepfather
stepbrother
stepsister
Grandparents:
granny
grandpa
grandmother
grandfather
great-grandparents
Andrea's family
Look closely at this photograph of Andréa's family. How many details can you remember?

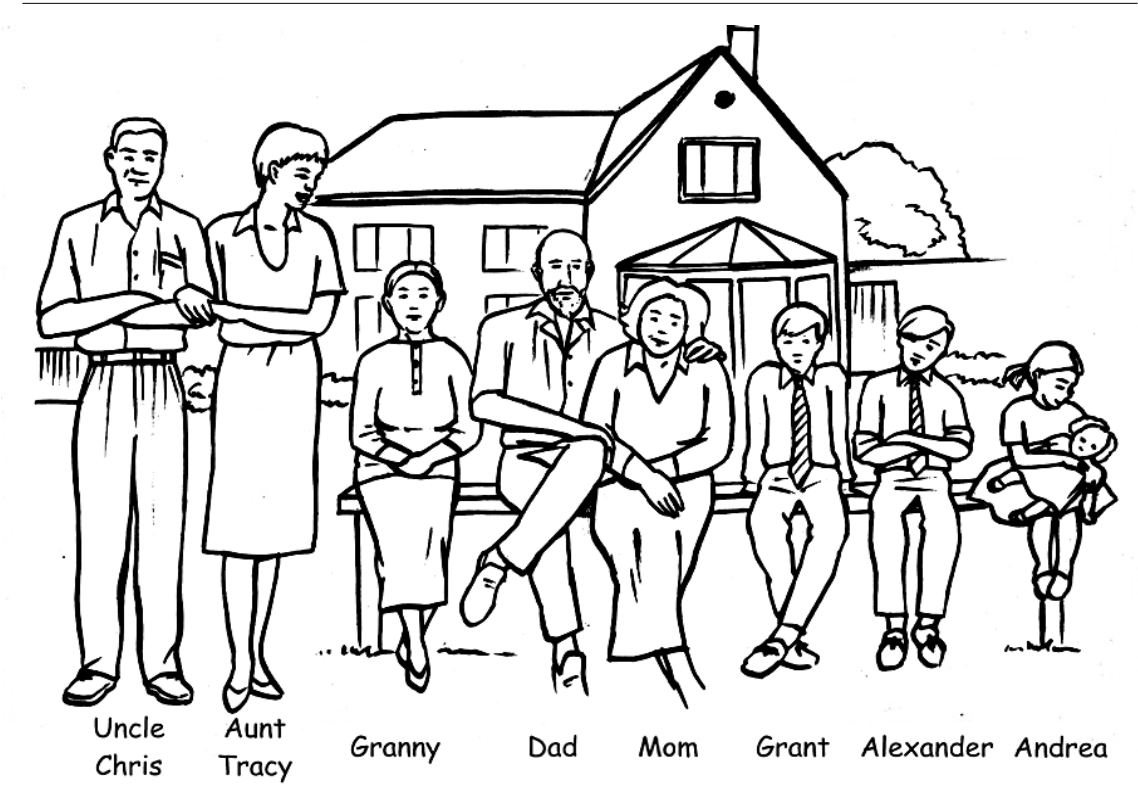


Figure 1.6

Uncle Chris Aunt Tracey Granny Dad Mom Grant Alexander Andrea

1. Complete the incomplete statements or say if they are true or false:

STATEMENT	ANSWERS	
Granny is sitting next to		
Grant has a little sister called		
and are a twin.		
Chris and Tracey are and		

Table 1.20

Andrea has two sisters and a brother.	T	F
Grant is Alexander's twin brother.	T	F
Chris is Andrea's uncle.	T	F
Chris is married to Andrea's mom.	T	F
Tracey is Andrea's aunt.	T	F
Grant and Alexander are the same age.	T	F

Table 1.21

2. Now see if you can complete the following text: Use the relationship words you have just learnt.

Andrea's **(a)** is called Tracey. Her (Andrea's) **(b)** are called Alexander and Grant. Their father has a **(c)** called Tracey. Tracey's **(d)** is called Chris. The oldest person in the photograph is their **(e)**.

1.5.2.6 Assessment

LO 3

READING AND VIEWING The learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.

We know this when the learner:

3.1 understands in a simple way some element of stories:

3.1.4 notices the role that visual images (pictures, photographs) play in the construction of meaning (e.g. how old and young people are represented in pictures);

3.2 understands, in a simple way, some elements of poetry:

3.2.1 rhyme;

3.2.2 words which begin with the same sound;

3.6 reads for pleasure:

3.6.1 reads fiction and non-fiction at an appropriate reading and language level;

3.6.4 solves word puzzles;

3.7 uses reference books and develops vocabulary:

3.7.1 uses a dictionary;

3.7.2 demonstrates a reading vocabulary of between 2 000 and 3 500 common words.

LO 5

THINKING AND REASONING The learner will be able to use language to think and reason, and access, process and use information for learning.

We know this when the learner:

5.2 uses language for thinking:

5.2.4 classifies things according to criteria;

5.2.5 identifies similarities and differences between things;

5.2.6 distinguishes parts from the whole;

5.2.8 expresses opinions and gives reasons for them.

1.5.2.7 Memorandum

Discuss the words given.

Link these words to the learners' families. Allow the learners to respond.

This is an interesting activity as it allows the educator some insight into the children's families.

Answers In order:

Dad; Andrea ; Grant and Alexander ; aunt and uncle ; false ; true ; true ; false ; true ; true

The oral activity need not take long. Let it be very informal.

Allow the learners to speak – to tell the rest of the class of their choice.

Use this activity as a practice session. Learners may speak to the class individually or they may speak in their groups to each other. Monitor that they do speak in English.

Assess this task.

1.5.3 Interaction and family history⁷

1.5.3.1 ENGLISH FIRST ADDITIONAL LANGUAGE

1.5.3.2 Grade 5

1.5.3.3 Module 7

1.5.3.4 INTERACTION AND FAMILY HISTORY

ACTIVITY 1

TO INTERACT IN AN ADDITIONAL LANGUAGE

[LO 2.1.2]

Look at this photograph of Andrea's neighbours. Use words from the grid in the previous module and give the family members names.

Describe them to your partner and then tell your partner some facts about this family, which you must make up. (You might be asked to give your version to the class, so do it well).



Figure 1.7

activity 2

to interview someone and note relevant information [lo 1.1.3]

to write a rough draft [lo 4.5.1]

to spell familiar words correctly [lo 4.5.6]

FAMILY HISTORY!

Find out! Research and writing How much do you know about the lives of your parents or grandparents, or your domestic worker? Find out more about their birthplace, early childhood, early interests and hobbies, jobs, family, school and life experiences, film and music and other entertainment preferences, friends, careers, meeting each other. Briefly, write the biography (life story) of ONE. Read the biography to the class.

⁷This content is available online at <<http://cnx.org/content/m26677/1.1/>>.

1.5.3.5 Assessment

LO 1

LISTENING The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.

We know this when the learner:

- 1.1 understands stories (told or read to learners):
 - 1.1.3 notes relevant information;
 - 1.1.4 discusses ethical, social and critical issues (e.g. “Is the moral of the story right in all circumstances?”), codestitching if necessary;
- 1.3 understands oral descriptions:
 - 1.3.1 identifies people, objects or places;
 - 1.3.3 notes relevant information.

LO 2

SPEAKING The learner will be able to communicate effectively in spoken language in a wide range of situations.

We know this when the learner:

- 2.1 interacts in additional language:
 - 2.1.2 takes part in a conversation on a familiar topic.
- 2.4 uses additional language creatively:
 - 2.4.3 plays games involving language.

LO 4

WRITING The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

We know this when the learner:

- 4.3 writes creatively:
 - 4.3.1 writes a play script or dialogue;
- 4.5 treats writing as a process, and uses developing knowledge or language structure and use:
 - 4.5.1 writes rough drafts;
 - 4.5.6 spells familiar words correctly;
 - 4.5.7 uses a wider range of punctuation (e.g. inverted commas).

1.5.3.6 Memorandum

ACTIVITY 2

Allow the learners enough time to do this research.

Refer to your Revised Curriculum Document with regards to the writing process. Encourage the learners to edit their work/their partner’s work and to rewrite their draft, in an attempt to eliminate unnecessary errors.

Although time-consuming, it is necessary to follow the process:

1. Encourage writing a **rough draft** – brainstorm ideas in the form of a spider diagram or in a logical way
2. Once the rough draft has been written, allow time for the learner to read the draft **critically** – either self or by a classmate. Get feedback from teacher, partner or a classmate, as to errors in spelling or grammar or suggestions as to style, order, etc
3. Keep in mind any given **criteria**. (rubric supplied by the educator, assessment criteria, checklist, etc)
4. **Re-write** the draft, correcting the errors. Use a dictionary, if necessary.
5. **Repeat** the process until satisfied.
6. **write neatly**.

Do not be in a hurry to complete this section of work. Ideally this process must become second nature when writing.

Discuss the assessment with the learners so that they understand what is required. State the obvious. Do not take for granted that they understand what will be assessed.

1.5.4 A fairytale and a true story⁸

1.5.4.1 ENGLISH FIRST ADDITIONAL LANGUAGE

1.5.4.2 Grade 5

1.5.4.3 Module 8

1.5.4.4 A FAIRY TALE AND A TRUE STORY

ACTIVITY

TO READ FICTION AND NON-FICTION AT APPROPRIATE LEVEL

[LO 3.6.1]

- Find a fairy tale or a story of your own choice:

The story I chose: _ _ _ _ _

- Select 20 – 25 lines (not the beginning) and practise reading them.
- Read the extract to your partner IN AN ENTERTAINING WAY!

Now that we have met some interesting people, let us meet a heroic man, Nathan Ross, and read about the miracle he helped to perform...

Flying blind

Nathan Ross was worried. Something wasn't right. It was about eight, the wind was lashing the rain and Ross's border collie was running around, barking furiously. Ross was standing in his yard in the raging thunderstorm, listening hard.

Ross had been interested in flying since he could remember and he made a hobby of tracking planes as they soared past. He listened again and could hear a small aircraft circling Tenterfield, flying past his house again and again. Suddenly the red and green lights of the Cessna broke through the cloud cover. Judging by the way the little aircraft was bucking in the sky he realised that something was seriously wrong. Either the pilot was lost or in trouble – or both.

Ross, who had an electronics and communication business, owned an air-band portable radio, which looked like a cellphone and could be used to contact aircraft overhead. With this radio, he began to call the pilot. First he could hear only static, but then the radio came alive.

"This is Juliet Uniform Alpha – and no, I'm not OK, repeat, not OK. I'm not sure how much fuel I have left. I can barely see and I need help!"

"Don't worry," Ross reassured him, "We'll organise something." Ross did not feel as confident as he sounded, as he knew that Tenterfield's airstrip was a grassy field with no runway lights or control tower. Getting the pilot down in the dark and rain on the airstrip surrounded by hills and mountains would be very tough.

Ross was concerned that it would be hours before the clouds would clear enough for the pilot to be able to see the airstrip. He knew there was a chance that he could crash into one of the hills surrounding the town. His best bet was to call Robert Wild, a local pilot who knew the airstrip well, and to ask for his help.

Thirty minutes later, after having found flares, Wild spoke to Esmond Yasi, the pilot, and told him to follow the streetlights to the edge of town and then the car lights on the main road out of town to the air-field.

"Tenterfield Ground, I'm at 700 feet and don't know how much lower I can go." The pilot's frightened voice rang in Ross's ears. "Stay calm, mate," Ross said, noticing that the radiophone battery was running low.

⁸This content is available online at <<http://cnx.org/content/m26379/1.1/>>.

“Forget about finishing lighting the flares,” Ross said to Wild, “The cloud cover is descending too fast and he must land now!” Blue and red police lights flashed in the dark. Townsfolk wishing to help sat in their cars, watching, with their headlights on.

From inside the cockpit, Yasi headed the plane for the airstrip. Suddenly he was momentarily blinded by a colossal flash of lightning and where Tenterfield’s lights had blinked just seconds before, there was total darkness. “It’s a blackout!” the voice from the ground told Yasi.

In desperation, Ross turned on the hazard lights of his car and roared his Mitsubishi through the wet streets of the town, heading for the airstrip, with the Cessna only 250 feet above him.

Flying nearly blind, Yasi did not realise that he had come very close to crashing into Howard’s Hill as he flew above and behind Ross’s car. He saw the flashing lights of the police cars and the headlights of the other vehicles as he lowered the wing-flaps, readying the plane for landing.

His hands were shaking on the controls. He eased the controls back to keep the aircraft’s nose up. Car headlights whizzed past – and with a light thud, the rear wheels touched the ground. He had landed and was safe!

(Adapted from a story by Sandy Guy and David Crofts, *Reader’s Digest* July 2001)

Well, we are sure that you enjoyed this story.

Just as in previous modules, you need to practise in order to read fluently. Let us pay attention to fluency. Ask your teacher to help you with pronunciation.

1.5.4.5 Assessment

LO 3

READING AND VIEWING The learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.

We know this when the learner:

- 3.1 understands in a simple way some element of stories:
 - 3.1.4 notices the role that visual images (pictures, photographs) play in the construction of meaning (e.g. how old and young people are represented in pictures);
- 3.2 understands, in a simple way, some elements of poetry:
 - 3.2.1 rhyme;
 - 3.2.2 words which begin with the same sound;
- 3.6 reads for pleasure:
 - 3.6.1 reads fiction and non-fiction at an appropriate reading and language level;
 - 3.6.4 solves word puzzles;
- 3.7 uses reference books and develops vocabulary:
 - 3.7.1 uses a dictionary;
 - 3.7.2 demonstrates a reading vocabulary of between 2 000 and 3 500 common words.

1.5.4.6 Memorandum

Ensure that the learners understand

- All the difficult/new words and phrases
- What the story is about
- The **thumb rule** – using the thumb to slide down the side of the page in order to indicate to the reader where they are reading, especially after having made eye-contact with the listeners.
- That when someone is reading, everybody else listens (good manners!)
- That practice (and lots of it) makes fluent reading

In this activity the learner will assess him/herself, as well as a partner. Ensure that the children are well practised before assessment. Discuss the criteria with the learners beforehand, so that they are aware of what is expected.

Learners can write short phrases in the spaces provided, such as ‘good eye-contact’ or ‘a little bit slow ; need to change the tempo’. Another way of assessing would be to indicate with ticks (1 tick would indicate ‘needs more practice’; 2 ticks would indicate ‘satisfactory’ and 3 ticks would indicate ‘well done’.) Learners could choose to assess by means of smiling or frowning faces. Decide on a system and ensure that the learners understand what to do.

1.5.5 Reading skills: answering questions⁹

1.5.5.1 ENGLISH FIRST ADDITIONAL LANGUAGE

1.5.5.2 Grade 5

1.5.5.3 Module 9

1.5.5.4 READING SKILLS: ANSWERING QUESTIONS

ACTIVITY

TO DEVELOP READING SKILLS

[LO 3.7.2]

A fun farm : Is Kit-Kat nuts?

Read the extract and answer the questions carefully. This is an important skill to learn.

There’s a serious psychological problem developing in the Malherbe household in Paarl.Snap, Crackle and Pop are three orphaned baby squirrels who have been saved from certain death and are now being suckled by the family cat, Kit-Kat. It’s a well-known fact that cats normally love to hunt squirrels and the question arises: Is “mommy” Kit-Kat going to teach Snap, Crackle and Pop all she knows, as mothers do?If this is the case, there are bound to be some really mixed up animals on the Malherbe farm, Spes Bona, outside Paarl. Are the three little squirrels going to be taught to hunt their own? And what will happen if they are confronted by some strange cat? Will they scamper away or recognise it as just another “mommy” to cuddle?	This confusion started unfolding two weeks ago when a neighbour, Elize Grobbelaar, brought the three pink little orphans around. They had fallen out of an old oak tree when a branch broke loose. The Grobbelaars were going away for the weekend and couldn’t look after them.Berena Malherbe took them in and that is where the fun started. They were introduced to Kit-Kat who has three kittens of her own, and suddenly there was one happy family, all suckling away. Now, two weeks later, Snap, Crackle and Pop are scampering all over the place, the three kittens joining in because they are fascinated by the long tails of their “sisters”, Snap and Crackle, and “brother” Pop.
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Table 1.22

The Malherbes don’t have many trees and therefore not many squirrels, and Pama Malherbe isn’t too happy because the new babies nibble his pumpkins and butternuts. It would be all right if they ate them, but instead they simply take a bite out of each.	Apparently, however, he is heavily outvoted by the family, which includes twins Koch and Pollie, 7, Jossie, 3, baby De Waal, 1, dogs Wellington, Sarah and Bella, piglets Vroetel and Troetel and an assortment of lambs, all called Lambchop. It seems as if the squirrels are here to stay.Adapted from (<i>The Argus</i> , Saturday, 8-9 February 1997)
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Table 1.23

⁹This content is available online at <<http://cnx.org/content/m26673/1.1/>>.

1.5.5.4.1 Wow! Imagine that!

Turn to your partner and tell him / her in only **one** sentence what this article is all about.

In order to answer in full sentences, each answer has been started for you.

1. What kind of animal is Kit-Kat?

Kit-Kat is _ _ _

1. What are these squirrels being fed?

They are _ _ _

1. How many squirrels fell out of the tree? _ _ _ _ fell out of the tree.
2. What have these people named the orphans?

They have named the orphans _ _ _ _

1. Where are these squirrels being raised?

They _ _ _ _

1. Which two **words** from the passage tell us what the squirrels looked like when they **arrived** at the Malherbes' farm? (Tip: remember the inverted commas.)

The words _ _ _ _ and _ _ _ _

1. Complete the sentence:

The squirrels are naughty, because they _ _ _ _

1. What have the Malherbes named their lambs?

The lambs are _ _ _ _

1. The Malherbe family are animal lovers.

Why is this statement TRUE? _ _ _

1.5.5.5 Assessment

LO 3

READING AND VIEWING The learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.

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- 3.1 understands in a simple way some element of stories:
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- 3.2 understands, in a simple way, some elements of poetry:
 - 3.2.1 rhyme;
 - 3.2.2 words which begin with the same sound;
- 3.6 reads for pleasure:
 - 3.6.1 reads fiction and non-fiction at an appropriate reading and language level;
 - 3.6.4 solves word puzzles;
- 3.7 uses reference books and develops vocabulary:
 - 3.7.1 uses a dictionary;
 - 3.7.2 demonstrates a reading vocabulary of between 2 000 and 3 500 common words.

1.5.5.6 Memorandum

Ensure that the learners understand

- All the difficult/new words and phrases
 - What the story is about
- Before allowing the learners to begin answering the questions, ensure that everybody understands how to go about completing a comprehension.
- In order to aid the learners to answer the questions in full sentences, each answer has been started. This should also prevent confusion in compiling/selecting answers.
 - Learners can complete the checklist either once they have completed the comprehension, or after evaluation by the educator.
 - Encourage the learners to copy correctly from the passage (spelling) and to write the answers in their own words.

Answers

1. Kit-Kat is **the family cat / a cat / a cat belonging to the Malherbe family.**
2. They are **being fed mother's milk by Kit-Kat.**
3. **Three squirrels** fell out of the tree.
4. They have named the orphans **Snap, Crackle and Pop.**
5. They **are being raised on the Malherbe's farm / are being raised on a farm outside Paarl.**
6. The words are "**pink**" and "**little**".
7. The squirrels are naughty, because they **nibble / take bites out of his butternuts and pumpkins.**
8. The lambs are **all called Lambchop.**
9. Open memo – as long as the learner motivates the answer.

1.5.6 Spelling and oral descriptions¹⁰

1.5.6.1 ENGLISH FIRST ADDITIONAL LANGUAGE

1.5.6.2 Grade 5

1.5.6.3 Module 10

1.5.6.4 SPELLING AND ORAL DESCRIPTIONS

ACTIVITY 1

TO ANALYSE WORD FORMATION

[LO 6.4.1]

1.5.6.5 I need help to spell correctly!

Sometimes you know what a word sounds like, but you cannot remember which letter it begins with and you cannot find it in the dictionary.

If this is the case, use the following "clue-list"...

Check your dictionary as you do the following exercises:

- (a) These words begin with an **f** sound. Add **f** or **ph** to spell each word correctly:

.....actoryysicalantom
otographeatherist

- (a) These words begin with a **k** sound. Add **c**, **k** or **ch** to spell each word correctly:

¹⁰This content is available online at <<http://cnx.org/content/m26384/1.1/>>.

.....ittenarrotemical
orusuduough

(a) These words begin with an **n** sound. Add **n**, **kn**, **gn** , or **pn** to spell each word correctly:

.....omeitight (2)
eumoniaockature

(a) These words begin with an **s** sound. Add **s**, **c**, **ps** or **sc** to spell these words correctly:

...ingle ...ircle ...alm
 ...ene ...ented ...imple

(a) These words begin with a **sh** sound. Add **sh**, **ch** and **su** to spell each word correctly:

...oulderefgar
 ...iffonelterovel

(a) These words begin with an **r** sound. Add **r**, **wr**, and **rh** to spell each word correctly:

...iggle ...inkle ...yme
 ...inocerosisteward

(a) These words begin with a **j** sound. Add **j** or **g** to spell each word correctly:

...azzudge ...iraffe
 ...em (jewel) ...acket

(a) These words begin with a **g** sound. Add **g**, **gu** or **gh** to spell each word correctly:

...azeessetto (slums)
 ...ostidelamour

(a) These words begin with a **z** sound. Add **z** or **x** to spell each word correctly:

...eroinnia (flower)ylophoneulu

ACTIVITY 2

TO UNDERSTAND ORAL DESCRIPTIONS OF PEOPLE [LO 1.3.1]

TO NOTE RELEVANT INFORMATION [LO 1.3.3]

Listen very carefully to the article read to you by the educator. On the first reading, try to work out what it is about. On the second reading, pick up as many details as you can.

Now indicate whether the next statements are **true** or **false**.

1. Victor and Gabriel are known as the Wolf Boys.	T	F
<i>continued on next page</i>		

1. The brothers and their family lived in Spain.	T	F
1. The boys are covered in a thick animal-like fur.	T	F
1. They refused to go to school because they were naughty.	T	F
1. Robert Campa was the teacher who was hired to continue their schooling.	T	F
1. The boys were trained to juggle and sing.	T	F
1. Gabriel and Victor send money home to their family.	T	F
1. The girls adore the Wolf Boys and give them compliments.	T	F
1. Some children's rights organisations want freak shows using children, to stop.	T	F
<i>continued on next page</i>		

1. Circus acts using animals are still illegal.	T	F
---	---	---

Table 1.24

1.5.6.6 Assessment

LO 1

LISTENING The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.

We know this when the learner:

1.1 understands stories (told or read to learners):

1.1.3 notes relevant information;

1.1.4 discusses ethical, social and critical issues (e.g. “Is the moral of the story right in all circumstances?”), and justifies if necessary;

1.3 understands oral descriptions:

1.3.1 identifies people, objects or places;

1.3.3 notes relevant information.

LO 6

LANGUAGE STRUCTURE AND USE The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

We know this when the learner:

6.4 develops own vocabulary:

6.4.1 analyses word formation (e.g. drum, drummer);

6.4.3 understands between 3 000 and 4 500 common spoken words in context by the end of grade 5.

1.5.6.7 Memorandum

ACTIVITY 1

Spend time with the learners when doing this task. It is important that they make the connection between the given clue (eg. ‘ph’) and the sound (eg. ‘f’).

Keep in mind that the learners will need to check their answers, using the dictionary.

Do not attempt to do all the sub-sections (a – i) in one lesson. Rather spend 20 – 30 minutes every second day, completing 2 sub-sections at a time. Allow them to write the meanings of the difficult/challenging words down on the page.

Answers :

(a) factory	photograph	physical	feather	phantom	fist
(b) kitten	chorus	carrot	kudu	chemical	cough
(c) gnome	pneumonia	knit	knock	knight	night
(d) single	scene	circle	scented	psalm	simple
(e) shoulder	chiffon	chef	shelter	sugar	shovel
(f) wriggle	rhinoceros	wrinkle	wrist	rhyme	reward
(g) jazz	gem	judge	jacket	giraffe	
(h) gaze	ghost	guess	guide	ghetto	glamour
(i) zero		xinnia		xylophone	zulu

Table 1.25

ACTIVITY 2

Read the following extract to the learners, slowly and clearly the first time; less slowly the second time.

Ensure that the learners understand what to do when answering on the given answer sheet.

This is a very simple piece of reading and the T / F questions that follow are designed to test how well they have listened to detail.

Once the educator has checked the answers (the learners can mark their own answer sheets, under the guidance of the educator), read the extract once more. This enables the learners to realize where they went wrong.

The Checklist has been provided so that the learners can analyse their performance in a more personal way.

Once they were FREAKS, today the girls adore them!

Victor and Gabriel Gomez, known worldwide as the Wolf Boys, have become heroes since joining the circus.

People used to avoid them and they were called 'freaks', but now they are even more popular than the musclemen in the show.

These Mexican brothers suffer from a rare and incurable disease called hypertrichosis or "werewolf syndrome." This means that thick, dark animal-like hair covers their faces, neck and arms from a very young age.

The townsfolk were certain that they were cursed. The brothers were stared at and teased in their home town and they became so unhappy that they refused to go to school, preferring to stay at home.

But this all changed when the circus came to town and their grandmother insisted they join. Robert Campa, the manager, trained the very intelligent boys to be trapeze artists, jugglers and acrobats and he hired a teacher so that they could continue with their education.

"I am so happy," says Gabriel, "I earn a good salary, I have learnt and seen interesting things and I have self-respect. We can afford to send our family money."

Instead of hurtful comments and insults, the boys are admired and receive many compliments, especially from their female admirers.

Victor (13) says his life changed into a fairy-tale with a happy ending, since joining the circus. "People still call us the Wolf Boys, but they do it with love," he says.

British children's rights organisations have condemned using children in freak shows. They have insisted that the practice end, pointing out that even animal acts have been banned in circuses.

Victor and Gabriel do not agree and hope to continue with their profession.

(Adapted from the *You* magazine, 9 Nov. 1995)

Answers to the questions (listening skill)

1. Victor and Gabriel are known as the Wolf Boys.	T	
1. The brothers and their family lived in Spain.		F
<i>continued on next page</i>		

1. The boys are covered in a thick animal-like fur.	T	
1. They refused to go to school because they were naughty.	T	
1. Robert Campa was the teacher who was hired to continue their schooling.		F
1. The boys were trained to juggle and sing.		F
1. Gabriel and Victor send money home to their family.	T	
1. The girls adore the Wolf Boys and give them compliments.	T	
1. Some children's rights organisations want freak shows using children, to stop.	T	
1. Circus acts using animals are still illegal.	T	

Table 1.26

1.5.7 Term 3

1.5.7.1 Ethical, social and critical issues¹¹

1.5.7.1.1 ENGLISH FIRST ADDITIONAL LANGUAGE

1.5.7.1.2 Grade 5

1.5.7.1.3 Module 11

1.5.7.1.4 ETHICAL, SOCIAL AND CRITICAL ISSUES AND CLASSIFICATION

ACTIVITY 1

TO DISCUSS ETHICAL, SOCIAL AND CRITICAL ISSUES

[LO 1.1.4]

RESPOND! These boys were teased because they looked different. What advice could you give to one of the boys about being different? What advice would you give to someone who teases you?

ACTIVITY 2

TO CLASSIFY THINGS ACCORDING TO CRITERIA

[LO 5.2.4]

This fairy tale is being used as an introduction to work on Nouns. So answer carefully.

Underline the correct word, so that the tale makes sense.

Once upon a time three little pigs, Bacon, Rasher and Lard, escaped from the pig farm.

(1) They were homeless and decided to go their separate ways. Lard became tired quickly and decided to build his hut with (straw; builds; strew) from

(2) a nearby (field; happily; fielding).

(3) Rasher walked a little further before tiring and decided to build his bungalow with (sticking; sticks; sticky)

(4) from a nearby (wooden; forest; woody).

(5) Bacon walked and walked and walked until he reached a clearing near a (river; streaming; water)

(6) deep in the (woody; wooden; wood). Here he took

(7) his time to make (bricks; bricked; rebrick) out of mud

(8) in order to build his sturdy (housed; flatly; bungalow).

(9) The wolf eyed Lard lying in the (sun; sunny; sunned) tanning his plump pink

(10) belly. He licked his (chopstick; lips; choppy), spit

running down his hairy chin.

"Mmm . . .," he said, "this one will serve as an appetizer. The main course and dessert will follow shortly!"

Fry your brains (and think!) . . .

Identify the different nouns from the following columns. Just give the number.

1	Common noun	2	Proper noun	3	Collective noun	4	Abstract noun
---	-------------	---	-------------	---	-----------------	---	---------------

Table 1.27

	Casper		A litter of kittens		anger
	a swarm of bees		Monday		bouquet
	ghost		peace		Pasha
	cat		a feeling of freedom		fear
	Pretoria		peace		December
	astonishment		A crowd of on-lookers		World War 1

¹¹This content is available online at <<http://cnx.org/content/m26697/1.1/>>.

Table 1.28

Challenge!

Write down two examples of each type of noun:

1.5.7.1.5 Assessment

LO 1

LISTENING The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.

We know this when the learner:

1.1 understands stories (told or read to learners);

1.1.3 notes relevant information;

1.1.4 discusses ethical, social and critical issues (e.g. “Is the moral of the story right in all circumstances?”),
code-switching if necessary;

1.3 understands oral descriptions:

1.3.1 identifies people, objects or places;

1.3.3 notes relevant information.

LO 5

THINKING AND REASONING The learner will be able to use language to think and reason, and access, process and use information for learning.

We know this when the learner:

5.2 uses language for thinking;

5.2.4 classifies things according to criteria;

5.2.5 identifies similarities and differences between things;

5.2.6 distinguishes parts from the whole;

5.2.8 expresses opinions and gives reasons for them.

1.5.7.1.6 Memorandum

1.5.7.1.7 ACTIVITY 1

Encourage the learners to speak about the issue. Depending on your class set-up, you might find it more beneficial to allow them first to discuss the topic in their groups, before giving feedback.

- What is teasing?
- Why is it sometimes fun to tease?
- Who gets teased?
- How do you feel when you tease someone / are teased?
- What is the alternative to teasing?

This is a **real-life situation** and many of the learners, if not all, will be able to identify – in some way – to being teased or victimized.

1.5.7.1.8 ACTIVITY 2

The humorous tale of the Three Little Pigs and the big bad wolf has been used as an introduction to Nouns.

Allow the learners, either individually or in pairs, to select the 10 correct answers. This activity is simple and should not prove too difficult. Do not assess this activity – it is solely to be used as an introduction to Nouns and not as a spelling or silent reading exercise.

Answers:

1. straw 2. field
3. sticks 4. forest

5. river 6. wood
 7. bricks 8. bungalow
 9. sun 10. lips

Use the following to explain to the learners the four types of nouns. Please note that they do not have to know or identify Abstract nouns, but explain what they are to the learners.

Various exercises follow for the purpose of ensuring that the learners are able to distinguish, identify, classify, list or correct words, phrases and sentences – all involving nouns or the uses thereof.

Be selective. If it is not necessary to complete all the given exercises, select only the ones you deem necessary.

This is an interesting activity which allows the pupils to debate as they work. Allow them to work on their own for 5 – 10 minutes, before allowing them to continue in pairs; checking their answers at the same time.

1	Common noun	2	Proper noun	3	Collective noun	4	Abstract noun
---	-------------	---	-------------	---	-----------------	---	---------------

Table 1.29

2	Casper	3	A litter of kittens	2	Peter
3	a swarm of bees	2	Monday	3	bunch of flowers
1	ghost	4	happiness	2	Pasha
1	cat	4	a feeling of freedom	4	fear
2	Pretoria	4	peace	2	December
1	claws	3	A crowd of on-lookers	2	World War 1

Table 1.30

1.5.7.2 Language games and punctuation¹²

1.5.7.2.1 ENGLISH FIRST ADDITIONAL LANGUAGE

1.5.7.2.2 Grade 5

1.5.7.2.3 Module 12

1.5.7.2.4 LANGUAGE GAMES AND PUNCTUATION

ACTIVITY 1

TO PLAY GAMES INVOLVING LANGUAGES [LO 2.4.3]

TO USE LANGUAGE FOR THINKING – TO IDENTIFY SIMILARITIES AND DIFFERENCES BETWEEN THINGS [LO 5.2.5]

TO DEVELOP OWN VOCABULARY [LO 6.4.3]

- Orally, give words that name (ask your educator about playing the “game”)

- six occupations
- six wild animals
- six foods starting with “f”

- six items from your pencil bag

- In the sentences below:

¹²This content is available online at <<http://cnx.org/content/m26699/1.1/>>.

- (a) Pick out the common nouns that name people. Encircle them in **RED**/ in brackets.
- (b) Pick out the common nouns that name objects. Underline them / in **BLUE**.
- (c) Pick out the proper nouns. Outline them / in **GREEN**.
- Elize Grobbelaar, a neighbour, found the little squirrels.
 - Berena's cat, Kit-Kat, became the orphans' mother.
 - The kittens are fascinated with Snap, Crackle and Pop.
- (iv) Pama, the father and farmer, says they eat his pumpkins and butternuts.
3. Rewrite the following sentences using capital letters where necessary:
- He is a game ranger in the kruger national park.
 - My aunt anne works as a secretary for the nature conservation society.
 - The only lioness left in captivity in natal can be viewed at durban zoo.
 - port elizabeth is a holiday resort in the eastern cape.
 - We have an "I love cape town" sticker on the back of our opel astra.
4. Complete the sentences by filling in the missing nouns of your choice:
- ___ is a very clever ___.
 - He produced a _____ of kittens and they played with a _____ of wool.
 - The cat sleeps in a _____ in his home in _____ Street.
 - _____ the cat, feels a lot of _____ when he catches

his tail in the closing door.

- (e) He sits in the _____ nursing his injured _____ .

ACTIVITY 2

TO USE PUNCTUATION [LO 4.5.7]

TO DEVELOP OWN VOCABULARY [LO 6.4.3]

1.5.7.2.5 COLLECTIVE NOUNS

1. Which one fits? Use a ruler to connect the incomplete statement to the answer:

a litter of ...	players
a pride of ...	cattle
a swarm of ...	singers
a herd of ...	puppies / kittens
a flock of ...	fish / whales
a school of ...	bees or locusts
a bouquet of ...	stairs or aircraft
a flight of ...	soldiers
a canteen of ...	wolves or cards
a horde of ...	savages
a fleet of ...	flowers
a pack of ...	motor cars
a troop of ...	cutlery
a team of ...	lions
a choir of ...	sheep

Table 1.31

Learn these

a *host* of angels

a *series* of events

a *circle* of friends

a *mob* of hooligans

a *pocket* of oranges

a *shower* of rain

a *colony* of seals

a *column* of smoke

a *cluster* of stars

a *bundle* of washing

Make up your own collective nouns

A _____ of giraffes

A _____ of meerkats

2. Rewrite the following sentences, putting in the capital letters where necessary:

(a) mordred, the wily wolf, eyed lard lying in the sun.

(a) The pork times, a local newspaper, ran an article about bacon, rasher and lard.

(a) mordred planned to have the piggies on christmas eve for dinner.

(a) The fry river flowed past bacon's house, nr 3 forest drive, bushville.

(a) "I am starving! bacon and eggs will do!" moaned mordred.

(a) the forest is situated on top of porkchop ridge, just below roast ridge.

Remember Gemma? We met her in the first unit. Quickly explain to Gemma why the words you corrected above, have to be written with capital letters.

1.5.7.2.6 Assessment

LO 2

SPEAKING The learner will be able to communicate effectively in spoken language in a wide range of situations.

We know this when the learner:

2.1 interacts in additional language:

2.1.2 takes part in a conversation on a familiar topic.

2.4 uses additional language creatively:

2.4.3 plays games involving language.

LO 4

WRITING The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

We know this when the learner:

4.3 writes creatively:

4.3.1 writes a play script or dialogue;

4.5 treats writing as a process, and uses developing knowledge or language structure and use:

4.5.1 writes rough drafts;

4.5.6 spells familiar words correctly;

4.5.7 uses a wider range of punctuation (e.g. inverted commas).

LO 5

THINKING AND REASONING The learner will be able to use language to think and reason, and access, process and use information for learning.

We know this when the learner:

5.2 uses language for thinking:

5.2.4 classifies things according to criteria;

5.2.5 identifies similarities and differences between things;

5.2.6 distinguishes parts from the whole;

5.2.8 expresses opinions and gives reasons for them.

LO 6

LANGUAGE STRUCTURE AND USE The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

We know this when the learner:

6.4 develops own vocabulary:

6.4.1 analyses word formation (e.g. drum, drummer);

6.4.3 understands between 3 000 and 4 500 common spoken words in context by the end of grade 5.

1.5.7.2.7 Memorandum

ACTIVITY 1

Have fun with this exercise.

This is an oral exercise. All you wish is to elicit nouns (occupations; animals ; foods ; pencil bag items) from your learners.

1. Break away from the usual, dull method by obtaining a soft blow-up beach ball or a sponge ball, and tossing it to the learners in turn. As they catch the ball, they are required to call out the relevant answer.

For example:

Teacher throws ball to James and calls out, 'Occupation!'

James catches and returns ball, answering, 'Farmer!'

Teacher throws ball to Khanya and calls out, 'Food!'

Khanya catches and returns ball, answering, 'Cheese!'

Teacher throws ball to Mishkah and calls out, 'Animal!'

Mishkah catches and returns ball, answering, 'Elephant!' ... and so the game continues ...

Develop the game by eliminating anyone who stalls in giving an answer (or repeats an already given answer) and speed up the pace, to eliminate all participants until the 'champion' is left.

If the group is too large, break it up into smaller groups and play the same way. The educator can call out the 'requests' and the group members can toss the ball(s) to each other within their groups. Learners within that group then have the opportunity to check on themselves.

This is an energetic and fun way to get all the learners participating in an active and enthusiastic way.

2. Correct answers to this exercise :

	Common nouns that name people (RED/brackets)	Common nouns that name objects (BLUE/underlined)	Proper Nouns (GREEN/outlined)
i.	neighbour	squirrels	Elize Grobbelaar
ii.	Mother(not ‘orphans’ as they are not people)	cat	Berena ; Kit-Kat
iii.		kittens	Snap ; Crackle ; Pop
iv.	father ; farmer	pumpkins ; butternuts	Pama

Table 1.32

3. a He is a game ranger in the *Kruger National Park*.
 b. My *Aunt Anne* works as a secretary for the *Nature Conservation Society*.
 c. The only lioness left in captivity in *Natal* can be viewed at *Durban Zoo*.
d.Port Elizabeth is a holiday resort in the eastern *Cape*.
 e. We have an “*I love Cape Town*” sticker on the back of our *Opel Astra*.
 4. Basically an open memo exercise. Elicit various options from the learners. Discover how different each person’s sentence can be.

ACTIVITY 2

Learners connect the collective nouns correctly.

a litter of puppies/kittens	
a pride of lions	
swarm of bees or locusts	
a herd of cattle	
a flock of sheep	
a school of <u>fish/whales</u>	
a bouquet of flowers	
a flight of stairs or aircraft	
a canteen of cutlery	
a horde of savages	
a fleet of motor cars	
a pack of wolves or cards	
a troop of soldiers	
a team of players	
a choir of singers	

Table 1.33

Test the list of collective nouns in a circle or a row and as an answer is answered correctly, move the learner up one.

Have fun with the words they make up for collective nouns.

Answers

2.a Mordred, the wily wolf, eyed Lard lying in the sun.

- b. The **Pork Times**, a local newspaper, ran an article about **Bacon**, **Rasher** and **Lard**.
 - c. **Mordred** planned to have the piggies on **Christmas Eve** for dinner.
 - d. The **Fry River** flowed past **Bacon's** house, **3 Forest Drive**, **Bushville**.
 - e. "I am starving! **Bacon** and eggs will do!" moaned **Mordred**.
 - f. The forest is situated on top of **Porkchop Ridge**, just below **Roast Ridge**.
- There are many reasons for using capital letters. Make sure they are correct.

1.5.7.3 Diminutives¹³

1.5.7.3.1 ENGLISH FIRST ADDITIONAL LANGUAGE

1.5.7.3.2 Grade 5

1.5.7.3.3 Module 13

1.5.7.3.4 DIMINUTIVES

PEOPLE, COUNTRIES, PRODUCTS

"In Rome, do as thedo".

1.5.7.3.4.1 ACTIVITY 1

1.5.7.3.4.2 TO USE A PERSONAL DICTIONARY

1.5.7.3.4.3 [LO 6.4.1]

1. What do we call the people who live in...

- Cape Town
- China
- Russia
- Namibia
- Germany
- South Africa

2. Fill in the missing words:

Australians live in _____
Welsh people live in _____
In _____ the Swiss farmers make cheese
_____ fashion designers live in Italy.
In Japan, the _____ eat a staple diet of rice.
We have _____ visitors from Norway.
In England we ate _____ cucumber sandwiches.
In _____ the Dutch people speak Dutch.
I ate Greek salad in _____
The Spaniards are outstanding in _____ dancing.

Table 1.34

DIMINUTIVES

¹³This content is available online at <<http://cnx.org/content/m26943/1.1/>>.

1.5.7.3.4.4 ACTIVITY 2**1.5.7.3.4.5 TO USE LANGUAGE FORMS AND STRUCTURES TO COMMUNICATE ORALLY AND IN WRITING****1.5.7.3.4.6 [LO 6.4.3]**

Gemma is still a young dog and is called a ____

Young animals, as well as small objects, are often given a special name.

Match these young animals to their parents:

Owlet, gosling, duckling, kitten, calf, foal, lamb, chick, nestling, kid

Owl, duck, cow, hen, cat, goose, goat, ewe, bird, mare

The baby of a dog and the baby of a seal have the same name. What is it?

The baby of a cow and the baby of an elephant have the same name. What is it?

Try to explain why baby animals are so sweet and so attractive:

1.5.7.3.5 Assessment**LO 6**

LANGUAGE STRUCTURE AND USE The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

We know this when the learner:

6.4 develops own vocabulary:

6.4.1 analyses word formation (e.g. drum, drummer);

6.4.3 understands between 3 000 and 4 500 common spoken words in context by the end of grade 5.

1.5.7.3.6 Memorandum**ACTIVITY 1**

1. This activity links to the section on nouns.

Capetonians	Chinese	Russian
Namibian	Congolese	South African

Table 1.35

- 2.

a. Australians live in _____	Australia
b. Welsh people live in _____	Wales
c. In _____ the Swiss farmers make cheese	Switzerland
d. _____ fashion designers live in Italy.	Italian
e. In Japan, the _____ eat a staple diet of rice.	Japanese

Table 1.36

f. We have _____ visitors from Norway.	Norwegian
g. In England we ate _____ cucumber sandwiches.	English
h. In _____ the Dutch people speak Dutch.	Holland
i. I ate Greek salad in _____	Greece
j. The Spaniards are outstanding in _____ dancing.	Spanish

Table 1.37

3.

ACTIVITY 2

Owlet - owl

Gosling - goose

Duckling - duck

Kitten- cat

Calf - cow

Foal - horse

Lamb - sheep

Chick - hen

Nestling - bird

Kid - mare

The baby of a dog and the baby of a seal have the same name: Pup

The baby of a cow and the baby of an elephant have the same name: Calf

Let the learners read out to the class why baby animals are so sweet and attractive. Discuss cruelty to animals etc.

1.5.7.4 Poetry;interviews¹⁴

1.5.7.4.1 ENGLISH FIRST ADDITIONAL LANGUAGE

1.5.7.4.2 Grade 5

1.5.7.4.3 Module 14

1.5.7.4.4 POETRY; INTERVIEWS

ACTIVITY 1

TO UNDERSTAND, IN A SIMPLE WAY, SOME OF THE ELEMENTS OF POETRY

RHYME [LO 3.2.1]

WORDS WHICH BEGIN WITH THE SAME SOUND [LO 3.2.2]

Your educator will help you with this task.

We all know tongue twisters! Have fun with tongue twisters by seeing how quickly they can be read or said – without getting confused.

Betty Botta bought some butter.

“But,” said she, “this butter’s bitter!

If I put it in my batter,

It will make my batter bitter.

But a bit o’ better butter

Will but make my batter better.”

So she bought a bit o’ butter

Better than the bitter butter,

¹⁴This content is available online at <<http://cnx.org/content/m26967/1.1/>>.

Made her bitter batter better.
 So 'twas better Betty Botta
 Bought a bit o' better butter.
 A flea and a fly in a flue
 Were caught, so what could they do?
 Said the fly, "Let us flee."
 "Let us fly," said the flea.
 So they flew through a flaw in the flue.
 (Source unknown)

ACTIVITY2

TO RESPECT OTHER LEARNERS, GIVE OTHER LEARNERS A CHANCE TO SPEAK, LISTEN TO THEM AND ENCOURAGE THEIR ATTEMPTS TO SPEAK THEIR ADDITIONAL LANGUAGE [LO 1.5]

TO INTERACT IN ADDITIONAL LANGUAGE AND EXPRESSES OPINIONS AND FEELINGS [L.O.2.1]

TO ANSWER MORE COMPLEX QUESTIONS [LO 5.2.1]

Finding out!

Interviewing

How to interview someone successfully ...

An interviewer needs to ask questions that do not require a yes or a no answer only. When interviewing somebody, your questions should encourage the person to give detailed answers or more information.

The following types of questions can help you when you plan your interview.

Select those that you would like to use and complete the questions. Can you add any of your own to the list?

What happened when ____?
 Can you remember when ____?
 Where were you ____?
 Describe your feelings ____?
 Why did you ____?
 What do you think will ____?
 What about ____?
 Please tell our listeners exactly ____ .

1.5.7.4.5 Assessment

LO 3

READING AND VIEWING The learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.

We know this when the learner:

3.1 understands in a simple way some element of stories:

3.1.4 notices the role that visual images (pictures, photographs) play in the construction of meaning (e.g. how old and young people are represented in pictures);

3.2 understands, in a simple way, some elements of poetry:

3.2.1 rhyme;

3.2.2 words which begin with the same sound;

3.6 reads for pleasure:

3.6.1 reads fiction and non-fiction at an appropriate reading and language level;

3.6.4 solves word puzzles;

3.7 uses reference books and develops vocabulary:

3.7.1 uses a dictionary;

3.7.2 demonstrates a reading vocabulary of between 2 000 and 3 500 common words.

LO 4

WRITING The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

We know this when the learner:

4.3 writes creatively:

4.3.1 writes a play script or dialogue;

4.5 treats writing as a process, and uses developing knowledge or language structure and use:

4.5.1 writes rough drafts;

4.5.6 spells familiar words correctly;

4.5.7 uses a wider range of punctuation (e.g. inverted commas).

LO 5

THINKING AND REASONING The learner will be able to use language to think and reason, and access, process and use information for learning.

We know this when the learner:

5.2 uses language for thinking:

5.2.4 classifies things according to criteria;

5.2.5 identifies similarities and differences between things;

5.2.6 distinguishes parts from the whole;

5.2.8 expresses opinions and gives reasons for them.

1.5.7.4.6 Memorandum

ACTIVITY 1

We all know these tongue twisters! Have fun with tongue twisters by seeing how quickly they can be read/said – without getting confused! They are found in the learners' module.

Discuss with the learners

- what makes this kind of poetry unique
- the style of this kind of poetry
- rhyme
- alliteration

Encourage the learners to find other tongue twisters and to bring them to class to read or recite. This kind of poem lends itself to lots of fun – and ultimately the pupils will enjoy poetry. Groups of learners, reciting or reading tongue twisters, can compete against each other.

Encourage the learners to display their choices on the pinboard, or allow them to paste their tongue twister onto an extra page in their unit of work.

Poetry is for enjoyment. Keep this in mind at all times.

ACTIVITY 2

Finding out about interviewing:

Now give them the instructions:

Work with a partner.

One of you is the interviewer and must interview the other.

You may select topics of your own.

Use current news stories.

You may only use 1 prop each.

Allow the learners to complete the checklist below, before presenting their interview to the rest of the class.

Remember that it is never easy interviewing someone. It is a skill that needs to be practised. Allow the learners to practise in class – so that you can help if necessary. It is simple if you allow half the class to practise at one time (a bit noisy!) while the other half of the class 'tutors' them.

The following checklist can be put up on newsprint, on the chalkboard or even handed out to the learners, before the time. This serves as a guide while they are working in their groups.

Checklist

1.	The questions lead to informative answers.	Yes	No
2.	The interviewer spoke clearly and audibly.	Yes	No
3.	Enough time was given to answer properly.	Yes	No
4.	The topic was interesting and newsworthy.	Yes	No
5.	The interviewer introduced the guest.	Yes	No
6.	This was an enjoyable task.	Yes	No

Table 1.38**1.5.7.5 Words and tastebuds¹⁵****1.5.7.5.1 ENGLISH FIRST ADDITIONAL LANGUAGE****1.5.7.5.2 Grade 5****1.5.7.5.3 Module 15****1.5.7.5.4 WORDS AND YOUR TASTEBUDS****ACTIVITY 1**

TO SOLVE A WORD PUZZLE [LO 3.6.4]

FUSS ABOUT FOOD

Do you have ‘good taste’? Or do you just have ‘good tastebuds’?

This section of work is guaranteed to get you drooling with anticipation!

Read on – and see what it is all about ...

1.5.7.5.4.1 Spice is the variety of life!

Let us do something about vocabulary to get you started.

Can you find the words which have been hidden?

Reminder: Just as in the previous two units, the words can read horizontally and diagonally, forwards and backwards. Shade the words as you find them.

CINNAMON	OREGANUM	GARLIC
CLOVE	BAY LEAVES	SAGE
CURRY	BASIL	ALOE
ALLSPICE	GINGER	ANISE
MUSTARD	DILL	MINT
ROSEMARY		NUTMEG

Table 1.39

¹⁵This content is available online at <<http://cnx.org/content/m26429/1.1/>>.

C	L	O	V	E	S	I	N	A
I	U	O	G	E	O	L	A	Z
N	R	R	A	B	M	Z	E	N
N	O	E	R	A	I	Z	C	U
A	S	G	L	Y	N	Z	I	T
M	E	A	I	L	T	Z	P	M
O	M	N	C	E	G	A	S	E
N	A	U	B	A	S	I	L	G
Z	R	M	Z	V	D	I	L	L
G	Y	N	G	E	R	Z	A	Z
Z	D	M	U	S	T	A	R	D

Table 1.40

activity 2

to give other learners a chance to speak [lo 1.5.1]

to ask and answer questions [lo 2.1.1]

to switch from one language to another where appropriate [lo 2.2.3]

to classify tastes according to criteria [lo 5.2.4]

Tickle your TASTEBUDS!

On the topic of taste - try this !

Group work: Bring samples of as many of the following foodstuffs as possible to school.

	mayonnaise	cream	cheese	
bread	rusks	Provita	Aromat	
yoghurt	a lemon	chocolate	peanuts	
spicy chutney	an orange	vinegar		
‘sour worms’ sherbet	pepper	chips	sugar	
boiled potato	Bovril	rice	crispies	

Table 1.41

Taste the samples and list them below in their “taste” categories in the sketch below:

Decide where you would place each ‘taste’.

Which is your - most favourite taste?

- Which is your - least favourite taste?

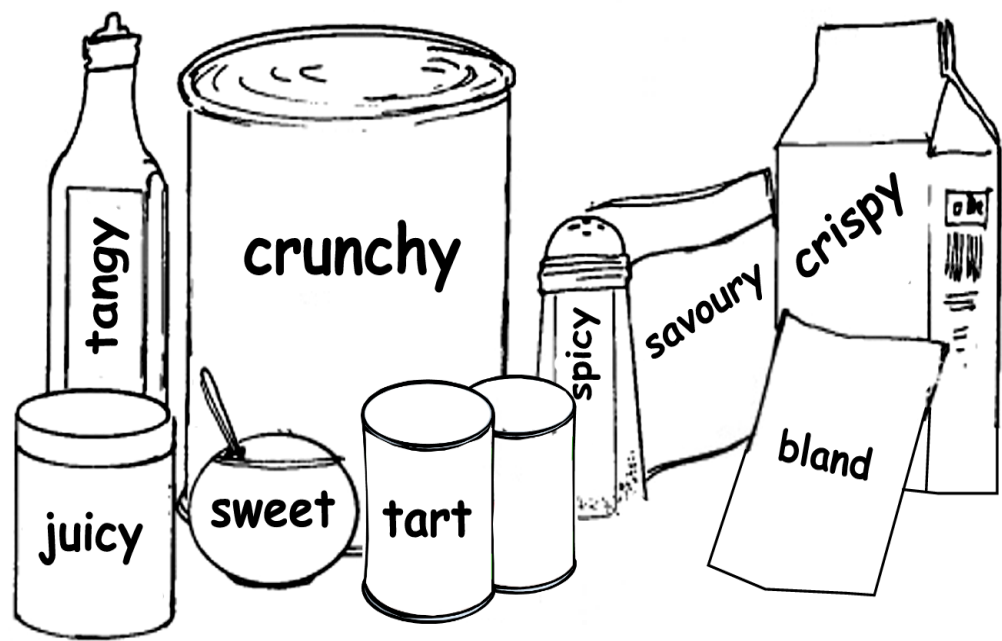


Figure 1.8

Feedback: How did the other groups sort their foods?

ACTIVITY 3

TO DO A MIND-MAP SUMMARY OF A SENSORY EXPERIENCE

[LO 5.4.4]

Now select THREE different samples and describe them, using your senses.

(smells like)(looks like)(feels)(sounds like)(tastes like)(smell)(look)(feel)(sound)(taste)(smell)(look)(feel)(sound)(taste)

Self-assessment

I took part in the discussion and contributed to the group.	NO	MOST TIMES	WELL	VERY WELL
I was able to categorise the ‘tastes’.	NO	MOST TIMES	WELL	VERY WELL
I successfully mind-mapped the ‘tastes’.	NO	MOST TIMES	WELL	VERY WELL

Table 1.42

1.5.7.5.5 Assessment

LO 1

LISTENING The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.

We know this when the learner:

- 1.2 understands oral instructions, directions and descriptions:
- 1.2.1 understands a sequence of instructions by responding physically (e.g. following instructions for a task);
- 1.5. respects other learners:
- 1.5.1 gives other learners a chance to speak.

LO 2

SPEAKING The learner will be able to communicate effectively in spoken language in a wide range of situations.

We know this when the learner:

- 2.1 interacts in an additional language:
- 2.1.1 asks and answers questions.
- 2.2 acts in culturally appropriate ways:
- 2.2.1 role-plays some familiar situations using appropriate language and gestures;
- 2.2.2 shows increasing awareness of social and cultural differences (e.g. understands the differences in expressing politeness in home and additional language);
- 2.2.3 switches from one language to another where appropriate;
- 2.3 uses additional language to communicate information:
- 2.3.2 gives a sequence of instructions
- 2.3.3 describes a process;
- 2.4 uses additional language creatively:
- 2.4.3 plays games involving language.

LO 3

READING AND VIEWING The learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.

We know this when the learner:

- 3.2 understands, in a simple way, some elements of poetry:
- 3.2.4 comparisons (e.g. 'he is the summer time');
- 3.6 reads for pleasure:
- 3.6.1 reads fiction and non-fiction at an appropriate reading and language level;
- 3.6.4 solves word puzzles;
- 3.7 uses reference books and develops vocabulary:
- 3.7.1 uses a dictionary;
- 3.7.2 demonstrates a reading vocabulary of between 2 000 and 3 500 common words.

LO 5

THINKING AND REASONING The learner will be able to use language to think and reason, and access, process and use information for learning.

We know this when the learner:

- 5.1 uses language across the curriculum:
- 5.1.1 explains some concepts from other learning areas (e.g. advertisement in Economic Management Sciences);
- 5.2 uses language for thinking:
- 5.2.3 sequences things (e.g. the stages of a process);
- 5.2.4 classifies things according to criteria;
- 5.3 collects and records information in different ways:
- 5.3.1 describes a simple process orally and in writing;
- 5.4 transfers information from one mode to another.
- 5.4.4 does a mind map summary of a sensory experience.

1.5.7.5.6 Memorandum

1.5.7.5.7 ACTIVITY 1

This activity is a bit different – in this task the words are given and the learners are requested to find them. Let them shade the words.

Explain that the words could read horizontally, vertically and diagonally, in all directions.

Motivate the learners by allowing them to work in groups of 2 or 3. Give them a time limit. (A reward?)

Continuation of task:

- Ask each of the learners to bring to class a pinch of one or two of the spices mentioned.
- Allow them to taste, smell and feel the spices.
- Discuss what and how these spices are used. What does the aroma remind the child of? (e.g. cinnamon could remind one of winter days and hot pancakes.)
- How quickly could they put the words into alphabetical order, according to the first letter –

according to the **second** letter . . .

Begin a herb garden in the classroom or in the school's garden. Make the watering, weeding, planting etc, the responsibility of the children. By the time all the work in the unit has been completed, the herb garden should be thriving.

ACTIVITY 2

Continue with **taste** –

- **Remind** the learners to bring samples of the mentioned foodstuffs to class.
- For this activity to be successful, each group of learners should have the same samples to taste as every other group. For the sake of semi-control (ready yourself for a noisy tasting session!), seat the group members around tables, with their worksheets, so that they can taste and write as they go.
- Allow them to discuss, ask, answer, express opinions and feelings within their groups.
- Allow them to speak in their mother tongue **only when translating in the case of someone not understanding**.
- Encourage them to respect the opinions and feelings of others.

Surprisingly, during the feedback session, it will become apparent that not everyone experiences taste as others do. In a few cases, the learners may differ in how certain tastes were categorized.

Enjoy this activity, but be prepared – without firm control it could be chaotic.

ACTIVITY 3

Learners can work in pairs, but must work individually for at least one of the mind maps. Discuss the descriptive words that the class come up with. Let them record these words in their 'Vocabulary Book'.

Continuation of task :

The learner can select one of the mind maps and rearrange the information into informal sentences, which can be read out aloud to the class. (Reading not assessed).

1.5.7.6 Term 4

1.5.7.6.1 Concepts and comprehension; sequences¹⁶

1.5.7.6.1.1 ENGLISH FIRST ADDITIONAL LANGUAGE

1.5.7.6.1.2 Grade 5

1.5.7.6.1.3 Module 16

1.5.7.6.1.4 CONCEPTS AND COMPREHENSION; SEQUENCES

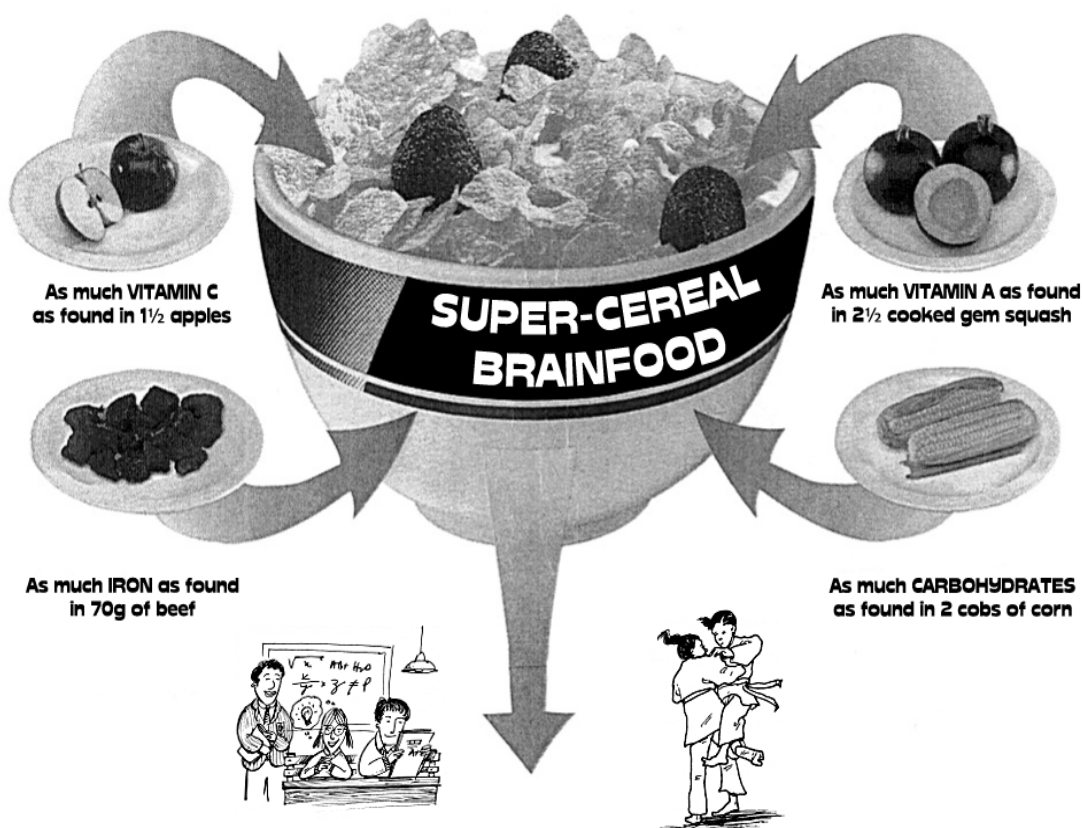
COMPREHENSION

¹⁶This content is available online at <<http://cnx.org/content/m26936/1.1/>>.

ACTIVITY 1**TO EXPLAIN SOME CONCEPTS FROM ECONOMIC MANAGEMENT SCIENCES****[LO 5.1.1]**

Read the advertisement that follows and then answer the given questions carefully:

How nutritious is your SUPER-CEREAL Brainfood?



PERFORMANCE

**Just one bowl of Super-cereal contains all
the nutrients your family needs to perform
at their best at school, work or sports.
Smart mums all over the country call it
BRAINFOOD!**

Figure 1.9

Select only (i), (ii) or (iii) to make the statement true.

The advertisers state that Super-cereal contains ...

- beef, apples and gem squash.
- $1\frac{1}{2}$ apples.
- as much Vita
- min C as found in $1\frac{1}{2}$ apples.

They are advertising...

- a breakfast cereal.
- fruit, vegetables and meat.
- a pretty bowl.
- Find a word in the passage with the same meaning as...

- a) a deepish round container _ _ _ _
 b) meat from cattle. _ _ _ _
 c) not raw anymore. _ _ _ _

1. Explain in your own words what “brainfood” means.

2. Answer the following questions in FULL sentences:

- a) What is the name of the food being advertised here?
 b) Why is this food said to be “nutritious”?
 c) List 2 reasons why you would eat this food
 d) Why do you think this is a good advertisement? Give an original reason
 e) Who is being targeted in this advertisement? Why do you say so?

ACTIVITY 2

TO SEQUENCE THE STAGES IN A PROCESS

[LO 5.2.3]

Oops ! Instructions !

Have you ever tried to follow instructions or directions that did not make sense?

Imagine if you had to follow these instructions in this order:

- Place a deep pudding bowl on the table.
- Eat and enjoy!
- Sprinkle with nuts and marshmallows.
- Peel the banana.
- Spoon three balls of flavoured ice cream into the opening.
- Split it lengthways with a sharp knife.
- Place the two halves slightly apart in the dish.
- Drip some chocolate sauce over the nuts and marshmallows.

THIS DOES NOT MAKE SENSE!

Arrange the instructions in the logical order and rewrite them from 1 - 8

1.5.7.6.1.4.1 Re-write: How to make a Banana Split:

JUST FOR ORAL FUN Give FIVE reasons why bananas should have zips!

SEQUENCES

ACTIVITY 3

TO UNDERSTAND A SEQUENCE OF INSTRUCTIONS BY RESPONDING PHYSICALLY [LO 1.2.1]

TO GIVE A SEQUENCE OF INSTRUCTIONS [LO 2.3.2]

TO SEQUENCE THE STAGES IN A PROCESS [LO 5.3.1]

How to make an omelette

Now that you have practised writing instructions, the following should not be too difficult. Study the sequence of pictures and devise instructions for each. Words and phrases have been included to help you.

Select the words/phrases you wish to use. Use the spaces for rough work.

Listen to your partner's instructions. How do they differ from your version?

Follow his/her instructions by miming the actions as he/she speaks.

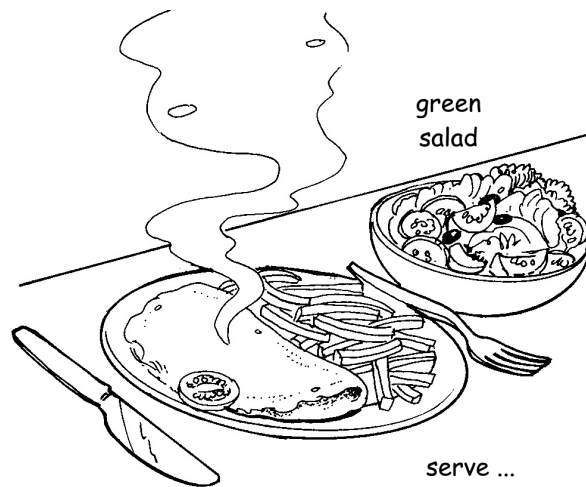


Figure 1.10

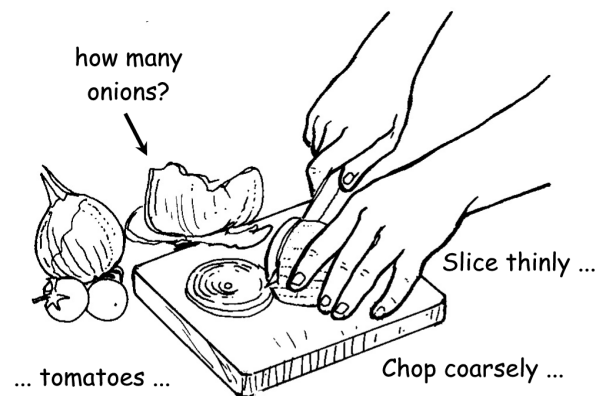


Figure 1.11

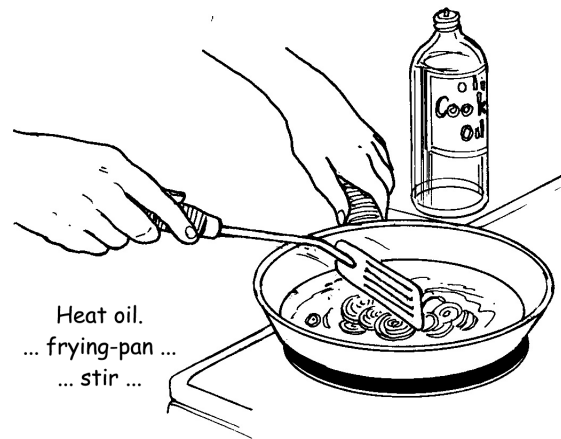


Figure 1.12

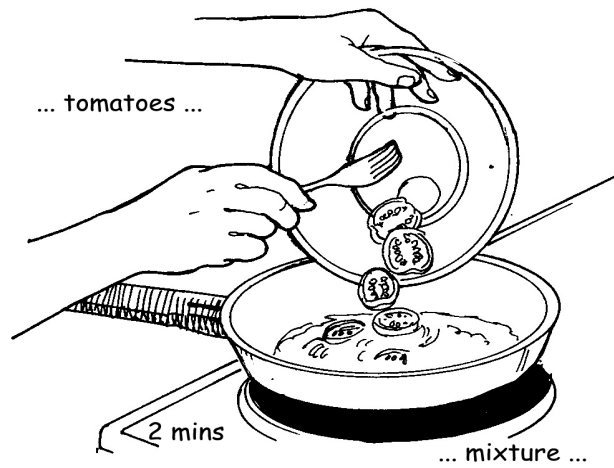


Figure 1.13



Figure 1.14

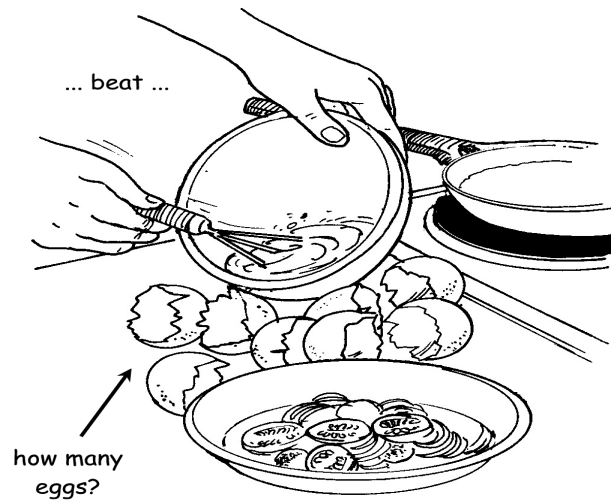


Figure 1.15

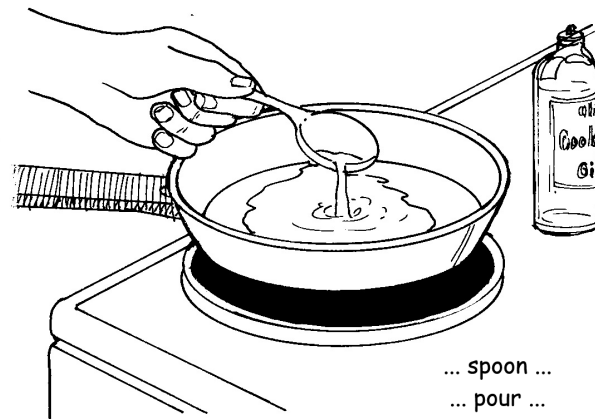


Figure 1.16

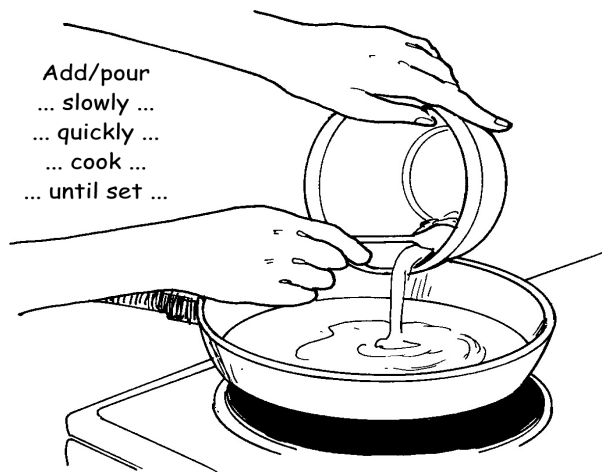


Figure 1.17

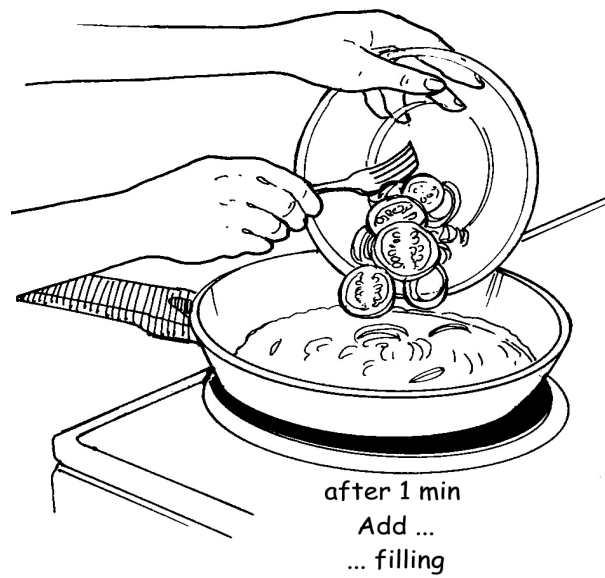


Figure 1.18

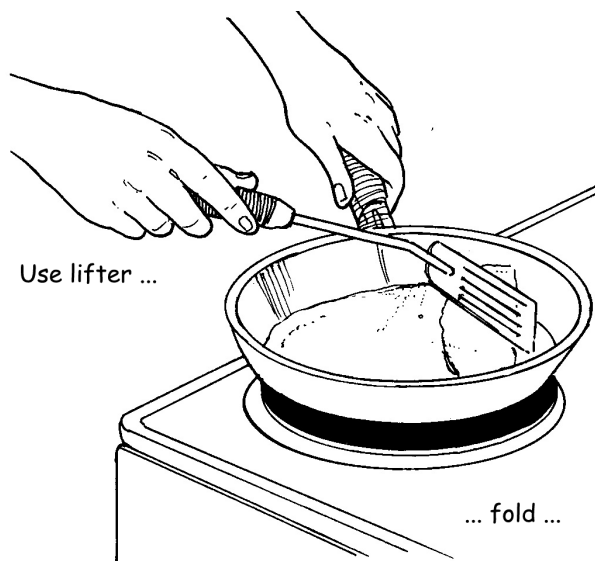


Figure 1.19

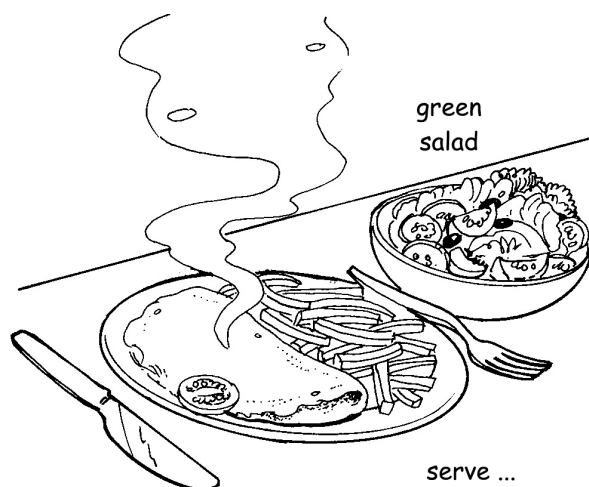


Figure 1.20

1.5.7.6.1.5 Assessment

LO 1

LISTENING The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.

We know this when the learner:

1.2 understands oral instructions, directions and descriptions:

1.2.1 understands a sequence of instructions by responding physically (e.g. following instructions for a task);

1.5. respects other learners:

1.5.1 gives other learners a chance to speak.

LO 2

SPEAKING The learner will be able to communicate effectively in spoken language in a wide range of situations.

We know this when the learner:

2.1 interacts in an additional language:

2.1.1 asks and answers questions.

2.2 acts in culturally appropriate ways:

2.2.1 role-plays some familiar situations using appropriate language and gestures;

2.2.2 shows increasing awareness of social and cultural differences (e.g. understands the differences in expressing politeness in home and additional language);

2.2.3 switches from one language to another where appropriate;

2.3 uses additional language to communicate information:

2.3.2 gives a sequence of instructions

2.3.3 describes a process;

2.4 uses additional language creatively:

2.4.3 plays games involving language.

LO 5

THINKING AND REASONING The learner will be able to use language to think and reason, and access, process and use information for learning.

We know this when the learner:

5.1 uses language across the curriculum:

5.1.1 explains some concepts from other learning areas (e.g. advertisement in Economic Management Sciences);

5.2 uses language for thinking:

5.2.3 sequences things (e.g. the stages of a process);

5.2.4 classifies things according to criteria;

5.3 collects and records information in different ways:

5.3.1 describes a simple process orally and in writing;

5.4 transfers information from one mode to another.

5.4.4 does a mind map summary of a sensory experience.

1.5.7.6.1.6 Memorandum

ACTIVITY 1

Comprehension

1. Ensure that the learners understand:

- All the difficult/new words and phrases.
- What the text is about.
- Discuss the text and the questions with the learners *before* they begin the task. Ensure that they know that they should start the **full** sentences with capital letters, use correct punctuation and copy any words correctly from the text.
- Encourage the learners to write the answers in their own words.

Answers

1. a) (iii) b) (i)

2. a) bowl

b) beef

c) cooked

3. Open memo – to an extent. The learner must be able to convey that **brainfood** is food/cereal that is very nutritious and feeds your body (brain) with everything it needs to make you perform at your best / your peak.

4. a) Super-Cereal is being advertised.

b) It contains all the nutrients / vitamins necessary.

c) Open memo – the learner must give TWO valid reasons, taken from the text, or motivate them in some way.

d) Learners' own opinion, but reason must be logical and reasonable.

e) Mothers are targeted. "Your family" implies this.

ACTIVITY 2

Copy these instructions and allow the learners to study the eight lines well in order to rearrange them into the correct sequence. It is easier at this age to do it in a more concrete way (like a puzzle). Let them write the operative words in each instruction on slips of paper and juggle these about e.g. Place bowl / Eat / Sprinkle nuts / Peel / Ice-cream in / Split lengthways / Place two halves / Drip chocolate

This is a simple exercise. The learners need to understand that there is a specific sequence involved in order for the recipe to make sense, and that using operative words (skimming) helps.

ACTIVITY 3

Learners study the sequence of the pictures and devise instructions for each, using the given words and phrases if necessary.

Allow them to discuss this sequence in pairs, but the rest of the work must be done individually. It will be interesting to hear how many different versions there can be of one simple sequence of instructions.

Why is this? Discuss this with your learners.

The learners give their instructions orally to the rest of the group, while one or two of the listeners respond physically by miming the actions.

Do not allow the learners to read their oral instructions from handwritten sentences. This is an oral exercise. Allow them to use the pictures and the words or phrases. Teach them that making mistakes is perfectly normal – and that mistakes can be rectified. In order to learn, one must make mistakes.

1.5.7.6.2 Singular and plural; Reading¹⁷

1.5.7.6.2.1 ENGLISH FIRST ADDITIONAL LANGUAGE

1.5.7.6.2.2 Grade 5

1.5.7.6.2.3 Module 17

1.5.7.6.2.4 SINGULAR AND PLURAL; READING

ACTIVITY 1

TO ANALYSE WORD FORMATION

[LO 6.4.1]

Singular and Plural

... simply means: One and Many

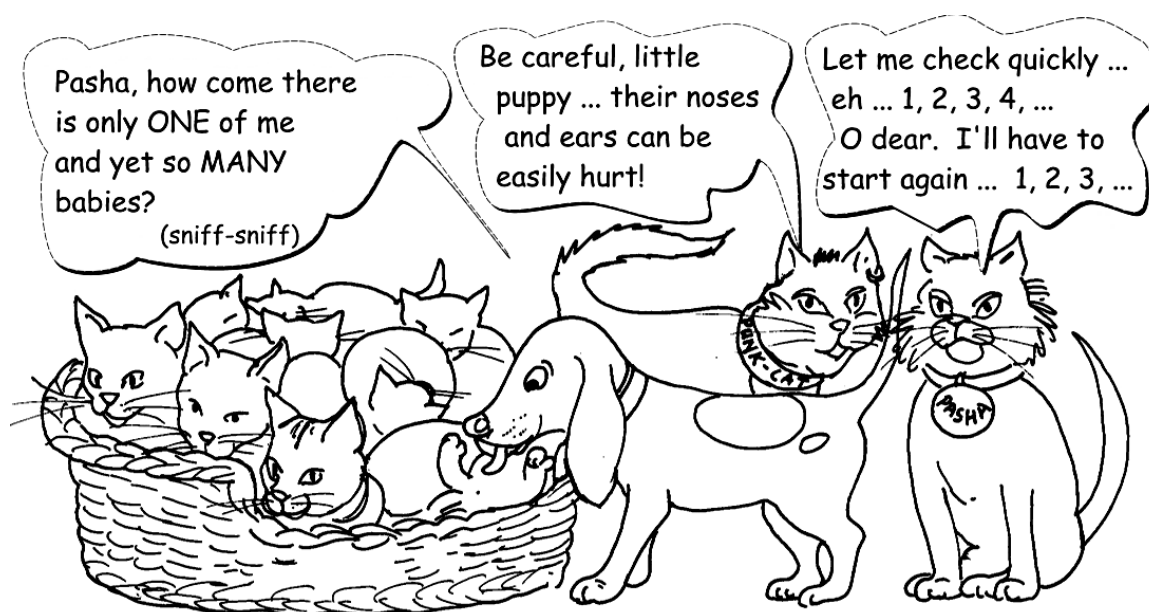


Figure 1.21

¹⁷This content is available online at <<http://cnx.org/content/m26602/1.1/>>.

Read the extract and:

1. Underline all the singular nouns (singular = **ONE**).
2. Circle the plural nouns in **RED** (plural = **more** than ONE).

Punk Cat and Pasha, her mate, are raising a litter of kittens. Gemma, our little hairy friend, is very interested in the sleeping, breathing pile of fur, noses, ears, paws and tails . . .

What letter do you find at the end of each plural noun in the above box? _ _ _ _ _

Identify **other** plural noun endings from the words in the sentence below. Write the singular noun of each word in the box provided.

The **boxes** on the **shelves** were filled with **toys**, **potatoes** and **radios**.

They were being sent to poor **children** of different **countries**.

3. Do you notice that some words change slightly in the plural form?

The first one is done for you.

Look for **CLUES**! Let me show you!

Singular noun	On what letter/s does the singular noun end?	Plural noun	What was added to these words when they changed to the plural form?
class	ss	classes	es
box	x	boxes	
coach	ch	coaches	
bush	sh	bushes	
bus	s	buses	

Table 1.43

See! That was not **so** difficult. Just remember ‘-es’ is added to singular nouns ending in ‘ss’, ‘x’, ‘ch’, ‘sh’ and ‘s’.

Now try these!

city	The singular noun ends on a consonant and a -y		The -y changes into -ies
fly			
country			

Table 1.44

If a noun ends in **y** following a **consonant**, change the **y** to **ies**.

day	The singular noun ends in a vowel and a -y .		Only an -s is added
monkey			
toy			

Table 1.45

If a noun ends in a **-y** following a **vowel**, only add an **-s**.

	f	shelves	The f changes into -ves or only gains an 's .
	f	roofs	
	fe	wives	

Table 1.46

(This one is tricky!)

When a noun ends in a single _____ **or** _____, change the **f** into _____

potato	o		es
tomato	o		
mosquito	o		

Table 1.47

There is **no firm rule** for these words. Some plurals end in **es**; others only take an **s**. (Note: All musical terms end in **-os**.)

Take a look and then add a few of your own examples:

mouse - mice foot - feet

child - children

Your examples:

Can you think of any nouns which do not change in the plural form? In other words, they stay the same?

Some nouns take on a singular form, because they cannot be counted.

Some words appear only in the plural form. Can you name examples of these?

4. Change these singular nouns into the plural form:

a. baby - b. thief -

c. calf - d. bull -

e. chief - f. chimney -

g. sky - h. water -

i. secretary - j. elf -

k. journey - l. torch -

m. fox - n. atlas -

o. key - p. party -

q. silo - r. radio -

s. house- t. louse -

5. **Change these nouns into their singular form:**

a. batteries - k. buffaloes-

b. buck - l. wolves -

c. churches - m. infernos-

d. memories- n. heroes -

e. trolleys - o. remedies-

f. leaves - p. mice -

g. photos - q. elephants-

h. gases - r. benches -

i. loaves - s. geese -

j. sheep - t. women -

1.5.7.6.2.5 Assessment**LO 3**

READING AND VIEWING The learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.

We know this when the learner:

3.2 understands, in a simple way, some elements of poetry:

3.2.4 comparisons (e.g. 'he is the summer time');

3.6 reads for pleasure:

3.6.1 reads fiction and non-fiction at an appropriate reading and language level;

3.6.4 solves word puzzles;

3.7 uses reference books and develops vocabulary:

3.7.1 uses a dictionary;

3.7.2 demonstrates a reading vocabulary of between 2 000 and 3 500 common words.

LO 6

LANGUAGE STRUCTURE AND USE The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

We know this when the learner:

6.2 uses language forms and structures to communicate orally and in writing:

6.2.1 uses the tenses introduced in previous grades to communicate orally and in writing;

6.2.2 uses subject-verb concord (e.g. I have / she has);

6.4 develops own vocabulary:

6.4.1 analyses word formation.

1.5.7.6.2.6 Memorandum**ACTIVITY 1**

The tasks on singular and plural are covered thoroughly in this unit. Learners are provided with clues and strategies with regards to knowing when and how to use plurals, with special emphasis on spelling.

Read and then:

1. Underline all the singular nouns (singular = **ONE**).

mate ; litter ; friend ; pile

1. Circle the plural nouns in **RED** (plural = **more** than ONE).

kittens ; fur; noses ; ears ; paws ; tails

Discuss: What letter do you find at the end of each plural noun?

Yes! Most singular nouns gain an -s when changed to the plural form.

Identify other plural noun endings from these words. Write the singular noun in the boxes provided.

(1) box	(2) shelf	(3) toy	(4) potato
(5) radio	(6) child	(7) country	

Table 1.48

Discuss that some words change slightly in the plural form.

Instructions to the learners : Help Pasha to teach Gemma how to discover the simple, yet valuable clues and help them to use the clues in the rules. Teach them how to look for clues :

Singular noun	On what letter/s does the singular noun end?	Plural noun	What was added to the word when it changed to the plural form?
class	ss	classes	es
box	x	boxes	
coach	ch	coaches	
bush	sh	bushes	
bus	s	buses	

Table 1.49

city	The singular noun ends on a consonant and a -y	cities	The -y changes into -ies
fly		flies	
country		countries	

Table 1.50

If a noun ends in a 'y' following a **consonant**, change the y to an **ies**.

day	The singular noun ends in a vowel and a -y .	days	Only an -s is added
monkey		monkeys	
toy		toys	

Table 1.51

If a noun ends in a -y following a **vowel**, only add an **-s**.

shelf	f	shelves	The f changes into -ves or only gains an -s .
roof	f	roofs	
wife	fe	wives	

Table 1.52

(This one is tricky!)

When a noun ends in a single **f** or **fe**, change the 'f' into **-ves** ; **alternatively the word gains an -s**.

potato	o	potatoes	es
tomato	o	tomatoes	
mosquito	o	mosquitoes	

Table 1.53

There is no firm rule for these words. Some plurals end in 'es'; others only take an 's'.

(Note: All musical terms end in '-os'.)

Some nouns do not really have rules on how they change.

Take a look and then add a couple of your own examples:

mouse - mice

foot - feet

child - children

Examples of plurals which learners could give :

louse – lice ; policeman – policemen ; fireman – firemen ;

woman – women ; goose – geese ; tooth – teeth ; man – men ;

die – dice ; ox – oxen

Can you think of any nouns which do not change in the plural form? In other words, they stay the same

... (usually name of animals) -

sheep ; water ; salmon ; buck ; deer ; fish ; moose ; aircraft ; series ; reindeer

Some nouns take a singular form as they are 'uncountable' :

advice ; gold ; luggage ; hair ; parking ; paper ; weather

Some words appear only in plural form :

scissors ; clothes ; thanks ; police ; news ; riches ; stairs ; measles ; mumps ; sports

4. Answers

1.	babies	2.	thieves	3.	calves	4.	bulls
5.	chiefs	6.	chimneys	7.	skies	8.	water
9.	secretaries	10.	elves	11.	journeys	12.	torches
13.	foxes	14.	atlases	15.	keys	16.	parties
17.	silos	18.	radios	19.	houses	20.	lice

Table 1.54

5. Next activity:

1.	battery	2.	buck	3.	church	4.	memory
5.	trolley	6.	leaf	7.	photo	8.	gas
9.	loaf	10.	sheep	11.	buffalo	12..	wolf
13.	inferno	14.	hero	15.	remedy	16.	mouse
17.	elephant	18.	bench	19.	goose	20.	woman

Table 1.55

1.5.7.6.3 Listening and speaking¹⁸

1.5.7.6.3.1 ENGLISH FIRST ADDITIONAL LANGUAGE

1.5.7.6.3.2 Grade 5

1.5.7.6.3.3 Module 18

1.5.7.6.3.4 LISTENING AND SPEAKING

ACTIVITY 1

¹⁸This content is available online at <<http://cnx.org/content/m26900/1.1/>>.

TO LISTEN TO OTHER LEARNERS AND ENCOURAGE THEM TO SPEAK THEIR ADDITIONAL LANGUAGE [LO 1.5.1]

TO DESCRIBE A PROCESS [LO 2.3.3]

1. Jamie Oliver, the Naked Chef, plans in advance:

what he is going to cook and

how he is going to demonstrate it.

What do you think he has to keep in mind when preparing for a TV show?

What can he do to make his presentation easier and quicker?

You are now going to do a food demonstration!

Decide what you are going to make and plan your presentation well.

Write your recipe on small cards and

illustrate it in a suitable manner.

Use the space below for your rough notes.

ACTIVITY 2

TO PLAY A GAME IN ADDITIONAL LANGUAGE [LO 2.4.3]

TO USE SUBJECT-VERB CONCORD [LO 6.2.2]

Verbs are ACTION words!

(Tip : We know it is a verb by asking : “Can I?”)



Figure 1.22

1. What is happening to Gemma in this picture? List FIVE actions:

The kittens are...

Well done! Have you realised that verbs tell what the action is?

Your educator will give you more examples of the various verbs (see Teachers' Guide).

2. Oops! Help! All the actions have been muddled in this recipe.

Gemma must have been too excited. Help her ...

VANILLA FUDGE

450 g granulated sugar

50g butter

397 g full-cream sweetened condensed milk

150 g milk

1 tsp vanilla essence

Pack all the ingredients into a saucepan.

Pour over a low heat until the sugar and butter reaches, then eat steadily, boil quite frequently, until the mixture have dissolved the “soft ball” stage.

Stir the mixture in a pan until it stirring cloudy.

Not so easy ? If you are stuck, you may select the answers from those words below :

1. cut 2. eat 3. have dissolved 4. stir 5. butter 6. put 7. boil	1. pour 2. enjoy 3. pack 4. stirring 5. turns 6. beat 7. reaches
--	--

Table 1.56

3. The following words are also verbs:

am is are was were have has had

Figure 1.23

	They can help other verbs or can be used on their own.
	Underline the verbs in this exercise:
	1. Eggs are the power behind brainpower. 2. Buy a bag of potatoes today, as they contain all the goodness. 3. I am buying this brand of dog food, because it is just what my dog deserves.

Table 1.57

Fill each of the blank spaces with one of the following verbs:

am is are was were have has had

Figure 1.24

-
- The kittens _____ attacked Gemma while she _____ sleeping.
 - Gemma __ sniffing a nasturtium.

3. Did you know that nasturtiums _____ edible?
4. I _____ arranging the petals in a salad.
5. She _____ eaten today.
6. The naughty kittens _____ stalking the dog.
7. She _____ sneezing from the pollen.
8. She _____ an inquisitive puppy.

1.5.7.6.3.5 Assessment

LO 1

LISTENING The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.

We know this when the learner:

- 1.2 understands oral instructions, directions and descriptions:
 - 1.2.1 understands a sequence of instructions by responding physically (e.g. following instructions for a task);
- 1.5. respects other learners:
 - 1.5.1 gives other learners a chance to speak.

LO 2

SPEAKING The learner will be able to communicate effectively in spoken language in a wide range of situations.

We know this when the learner:

- 2.1 interacts in an additional language:
 - 2.1.1 asks and answers questions.
- 2.2 acts in culturally appropriate ways:
 - 2.2.1 role-plays some familiar situations using appropriate language and gestures;
 - 2.2.2 shows increasing awareness of social and cultural differences (e.g. understands the differences in expressing politeness in home and additional language);
- 2.2.3 switches from one language to another where appropriate;
- 2.3 uses additional language to communicate information:
 - 2.3.2 gives a sequence of instructions
 - 2.3.3 describes a process;
- 2.4 uses additional language creatively:
 - 2.4.3 plays games involving language.

LO 6

LANGUAGE STRUCTURE AND USE The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

We know this when the learner:

- 6.2 uses language forms and structures to communicate orally and in writing:
 - 6.2.1 uses the tenses introduced in previous grades to communicate orally and in writing;
 - 6.2.2 uses subject-verb concord (e.g. I have / she has);
- 6.4 develops own vocabulary:
 - 6.4.1 analyses word formation.

1.5.7.6.3.6 Memorandum

ACTIVITY 1

1. Discuss this in detail with the learners. Inform them of the 3 P's to SUCCESS: Planning, Preparation and Practice!
- The success of this activity rests on the above-mentioned LEGS ...

It is essential that you read through the Assessment Criteria with the learners, ensuring that they understand exactly what is expected of them.

NOTE

Make the oral demonstration more interesting or challenging by giving learners a theme: e.g. food from other cultures (countries); desserts; economical dishes, vegetarian dishes, etc.

Do not allow the learners to tell how to make a particular dish. *Telling* and **demonstrating** are two very different skills.

Demonstrating how to make something is a more difficult skill as the learner needs to know how to fill up the 'empty spaces' with relevant talk.

The Assessment Criteria below is self-explanatory. Make sure that the learners receive a copy before they prepare for the oral.

2. **Extension of the activity:** Another brilliant idea –
MONEY-MAKERS!

Collect the illustrated recipe from each one.

Have the pages copied.

Bind in a book form.

Sell! Generate an income for your class.

ACTIVITY 2

1. Discuss what is happening to Gemma in this picture:

You should hear answers such as:

The kittens are **jumping; attacking; biting ; teasing ; tickling; ...** Gemma.

Gemma is **sleeping; irritated ; unhappy ; growling ; snoring ; dreaming ; ...**

Explain that these are **action** words – they tell us **what is happening**.

Verbs are **ACTION** words!

Suggested game:

Let's play a little game: close your eyes and think of an action. Now turn to your partner and mime an action (act without talking or giving sound effects) – your partner must guess what you are miming. Swop around and now guess what action what your partner is miming.

These actions are Every sentence has at least one verb. known as verbs.

Use the following sentences as examples:

Instruct the learners to identify verbs in the given sentences:

1. Our tomatoes **grow** plump and juicy in the sun.

2. We **cram** thirty-six tomatoes into each bottle of sauce.

3. We **add** herbs, vinegar and spices.

4. We **enjoy** our product.

2. Answers to the recipe activity :

6...4...3...7...11...14...13...12...5...8...1...10...2...9

3. Answers

1. Eggs **are** the power behind brainpower.

2. **Buy** a bag of potatoes today, as they **contain** all the goodness.

3. I **am buying** this brand of dog food, because it **is** just what my dog **deserves**.

Explain the difference between 1 and 3:

'are' = finite verb ; 'am' = auxiliary verb/helping verb.

1. The kittens **had** attacked Gemma while she **was** sleeping.

2. Gemma **is** / **was** sniffing a nasturtium.

3. Did you know that nasturtiums **are** edible?

4. I **am** / **was** arranging the petals in a salad.

5. She **has** / **had** eaten today.

6. The naughty kittens **are** / **were** stalking the dog.

7. She **is** / **was** sneezing from the pollen.

8. She **is** / **was** an inquisitive puppy.

An assessment is provided for the educator

1.5.7.6.4 Tenses, concord, poetry¹⁹

1.5.7.6.4.1 ENGLISH FIRST ADDITIONAL LANGUAGE

1.5.7.6.4.2 Grade 5

1.5.7.6.4.3 Module 19

1.5.7.6.4.4 COMMUNICATION: TENSES, CONCORD, POETRY

ACTIVITY 1

TO USE TENSES TO COMMUNICATE ORALLY AND IN WRITING [LO 6.2.1]

TO USE SUBJECT-VERB CONCORD [LO 6.2.2]

SIMPLE TENSES:PRESENT, PAST AND FUTURE

The tense of a verb tells us when the action takes place.

There are three main simple tenses:

The present tense:

I *eat food*. (This action takes place regularly.)

The past tense:

I *ate food*. (This action has already taken place and is now finished.)

The future tense:

I *shall eat food*. (This action has not taken place yet.)

Do not confuse the simple tenses with Continuous Tenses.

I am eating. (Present Continuous tense)

I was eating. (Past Continuous tense)

I shall be eating. (Future Continuous tense)

1. Can you identify the verbs (action words) in the extract below? Circle the verbs in a red pencil crayon.

Crumbs specialises in fantasy confectionary. It is the brainchild of former jewellery designer Greg Robinson and ex-social worker Max Schonfield. It started five years ago and now boasts among its clients Tina Turner and Eartha Kitt. The Queen Mother ordered a birthday cake 2 m high and covered with icing butterflies. It will be valued at over R22 500.

Extract taken and adapted from *Incredible Edibles* (You, 18 March 1993)

1. Complete the table below, by filling in the correct tense.

Yesterday...(Past tense)	Today...(Present tense)	Tomorrow...(Future tense)
e.g. sat	sit	will/shall sit
	specialises	(will)
	is	(will)
<i>continued on next page</i>		

¹⁹This content is available online at <<http://cnx.org/content/m26891/1.1/>>.

• started		
	boasts	(will)
• ordered		(shall)

Table 1.58

1. Read the next extracts and change them into the present tense:

<p>Enquiries poured into the shelter from animal lovers. They sent cards with good wishes for Scarlett and her off-spring. Offers of support came from all over the world.</p> <p>(Taken from <i>Scarlett O'Heartwarming</i> - You - Feb 1998)</p>	<p>TWINS RESCUED CAT FROM TREE</p> <p>(Advertisement)</p>	<p>Worms. They lived. bred and ate inside you!</p> <p>(Advertisement)</p>
--	--	--

Figure 1.25

4. Group work: Rewrite these extracts into past tense, onto large sheets of newsprint.

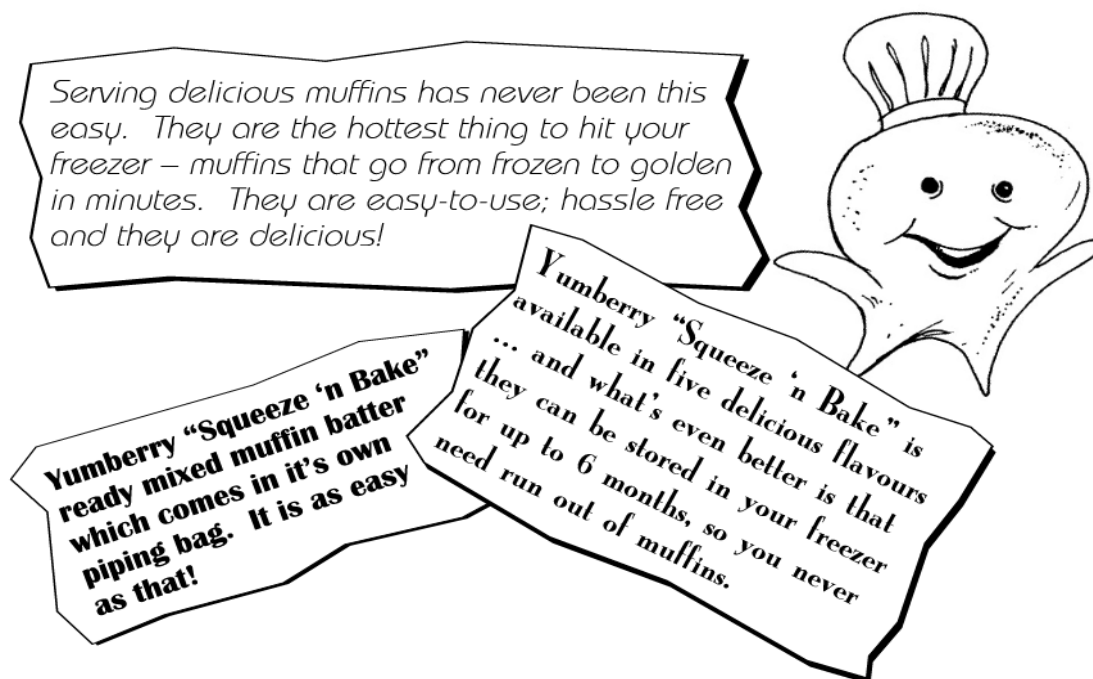


Figure 1.26

5. Write down the proper form of the verb in these sentences:
- Yesterday we (5.1 go) _____ to the Spur for lunch. My baby brother (5.2 do) _____ not know which knife and fork to use and I (5.3 is) _____ very embarrassed.
- My father just (5.4 laughs) _____ and this (5.5 make) _____ my mother very angry.
- My mother (5.6 teach) _____ my brother his manners at the dinner table today. He (5.7 practise) _____ how to behave at the table. My sister and I (5.8 watch) _____ how he (5.9 unfold) his serviette, cut his food properly and (5.10 say) _____ thank you to my mother for the delicious food.
- “SOUND” VERBS: JUST FOR FUN**
- Match the sounds to the animals that make them. Write in the correct words.

1.	a turkey	grunts/ squeals
2.	a pig	brays
3.	a bee	neighs
4.	a horse	roars
5.	a donkey	howls
6.	a cat	gobbles
7.	a cow	mews
8.	birds	buzzes/hums
9.	a wolf	trumpets
10.	an elephant	lows
11.	a lion	crows
12.	a cock	twitter

Table 1.59**ACTIVITY 2**

TO UNDERSTAND, IN A SIMPLE WAY, SOME ELEMENTS OF POETRY: COMPARISONS [LO 3.2.4]

TO WRITE A SHORT DESCRIPTION OF A PERSON [LO 4.1.5]

TO REPEAT A STRUCTURE TO CREATE A POETIC RHYTHM AND PATTERN [LO 4.3.3]

OCTOPOEMS

Try your hand at describing a person or topic through this 8-line formula.

FORMULA!		EXAMPLE!
line 1:	Topic is a colour	My mother is pink.
line 2:	a season	She is the summer time
line 3:	a place	in the kitchen.
line 4:	a type of weather	She is warm.
line 5:	a type of clothing	My mother is a slipper,
line 6:	a piece of furniture	a comfortable old sofa.
line 7:	a TV show	She is an Oprah show,
line 8:	a type of food	lumpy chicken gravy!

Table 1.60

Try these:

A chef, a waiter, a fireman, a cow, a dinosaur, a teacher... or any other topic of your choice.

Remember : follow the formula !

1.5.7.6.4.5 Assessment**LO 3**

READING AND VIEWING The learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.

We know this when the learner:

3.2 understands, in a simple way, some elements of poetry:

3.2.4 comparisons (e.g. 'he is the summer time');

3.6 reads for pleasure:

3.6.1 reads fiction and non-fiction at an appropriate reading and language level;

3.6.4 solves word puzzles;

3.7 uses reference books and develops vocabulary:

3.7.1 uses a dictionary;

3.7.2 demonstrates a reading vocabulary of between 2 000 and 3 500 common words.

LO 4

WRITING The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

We know this when the learner:

4.1 writes to communicate information:

4.1.5 writes a short description of a person;

4.3 writes creatively:

4.3.3 uses some techniques for creative writing: repeating the same structure to create a poetic rhythm and pattern.

LO 6

LANGUAGE STRUCTURE AND USE The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

We know this when the learner:

6.2 uses language forms and structures to communicate orally and in writing:

6.2.1 uses the tenses introduced in previous grades to communicate orally and in writing;

6.2.2 uses subject-verb concord (e.g. I have / she has);

6.4 develops own vocabulary:

6.4.1 analyses word formation.

1.5.7.6.4.6 Memorandum

ACTIVITY 1

Go over present, past and future tense with them.

1. Crumbs *specialises* in fantasy confectionary. It *is* the brainchild of former jewellery designer, Greg Robinson, and ex-social worker, Max Schonfield. It *started* five years ago and now *boasts* among its clients Tina Turner and Eartha Kitt. The Queen Mother *ordered* a birthday cake 2 m high and they *covered* it with icing butterflies. It *will be valued* at over R22 500.

Extract taken and adapted from *Incredible Edibles* (You, 18 March 1993)

2. Complete the table below, by filling in the correct tense.

Yesterday...(Past tense)	Today...(Present tense)	Tomorrow...(Future tense)
e.g. sat	sit	will/shall sit
<ul style="list-style-type: none"> specialised 	specialises	will/shall specialise
continued on next page		

• was	is	will be/shall be
• started	starts	will start
• boasted	boasts	will/shall boast
• ordered	orders	will/shall order

Table 1.61

3. Read the extracts and change them into the present tense:

Enquiries pour into the shelter from animal lovers. They send cards with good wishes for Scarlett and her off-spring. Offers of support come from all over the world.

Twins rescue cat from tree

Worms. They live, breed and eat inside you.

4.

- Serving delicious muffins **had** never **been** this easy. They **were** the hottest thing to hit your freezer – muffins that **went** from frozen to golden in minutes. They **were** easy-to-use ; hassle-free and they **were** delicious.
- Yumberry ‘Squeeze ‘n Bake’ ready-mixed muffin batter which **came** in its own piping-bag. It **was** as easy as that.
- Yumberry ‘Squeeze ‘n Bake’ **was** available in five delicious flavours ... and what **was** even better **was** that they **could** be stored in your freezer for up to 6 months, so you never **needed** to run out of muffins.

5.

5.1 went	5.6 taught
5.2 did	5.7 practised
5.3 was	5.8 watched
5.4 laughed	5.9 unfolded
5.5 made	5.10 said

Table 1.62

6.

1.	a turkey	gobbles
2.	a pig	grunts/squeals
3.	a bee	buzzes
4.	a horse	neighs
5.	a donkey	brays
6.	a cat	mews
7.	a cow	lows
8.	birds	twitter
9.	a wolf	howls
10.	an elephant	trumpets
11.	a lion	roars
12.	a cock	crows

Table 1.63

This exercise brings to the end the section on verbs. By this time the learners should have a good and sound knowledge of verbs, their function and tenses. They should have built up a solid vocabulary as well. Check and do more examples if necessary or give extra work for practice. An assessment task is built in for the Educator.

ACTIVITY 2

This can be quite fun – choose a celebrity or even someone the children can relate to (such as the Tuckshop Lady or even a secretary – what about the Principal !) and, using the formula, write an octopoem about them. Encourage the learners by offering them a prize in the form of a certificate for Best Octopoet of the Year, or even wearing civvies for the day (with permission – of course !).

Display the poems, read them to the other grades, to the staff, the Principal ... send copies to the local village newspaper and have them published. Boast about your octopoems !

Allow the learners to assess their own efforts. Help them to fill their own criterion into the block.

1.5.7.6.5 Role-play; Spelling; Parts of speech²⁰**1.5.7.6.5.1 ENGLISH FIRST ADDITIONAL LANGUAGE****1.5.7.6.5.2 Grade 5****1.5.7.6.5.3 Module 20****1.5.7.6.5.4 COMMUNICATION: ROLE-PLAY; SPELLING; PARTS OF SPEECH****ACTIVITY 1**

TO ROLE-PLAY A FAMILIAR SITUATION, USING APPROPRIATE LANGUAGE AND GESTURES
[LO 2.2.1]

TO UNDERSTAND HOW TO EXPRESS POLITENESS IN ADDITIONAL LANGUAGE [LO 2.2.2]

²⁰This content is available online at <<http://cnx.org/content/m26783/1.1/>>.



Figure 1.27

Discussion and role-play (group work)

Why do diners complain? Discuss various options with your group members.

Act out a scene depicting this.

First, dramatise it in a [U+F04C] negative and aggressive way, and following that, in a [U+F04A] positive manner.

Write out the dialogue of each to make the dramatisation easier.

TIP: New speaker; new line AND leave a line open between speakers!

Which is the better way of handling a problem? Give your reasons:

ACTIVITY 2

To analyse word formation

[LO 6.4.1]

Can you still remember how to spell?

Let Freeway help you with these ...

Both 'c' and 'g' have a hard and a soft sound!

1. Sound these words out loud. Which vowel follows the 'c' and the 'g' in the words in 1 and in 2 :

colour	gone	copper
gate	gold	gutter
cutlery	cup	collar
cattle	college	gap

Table 1.64

When 'c' or 'g' are followed by _ _ _ _ , _ _ _ _ or _ _ _ _ , they have a hard sound.

2. Fill in the missing vowels and match the correct word to the picture:

c _ _ metery
c _ _ ntury
g _ _ raffe
c _ _ rcle
g _ _ ant
c _ _ rcus
c _ _ garette

Table 1.65

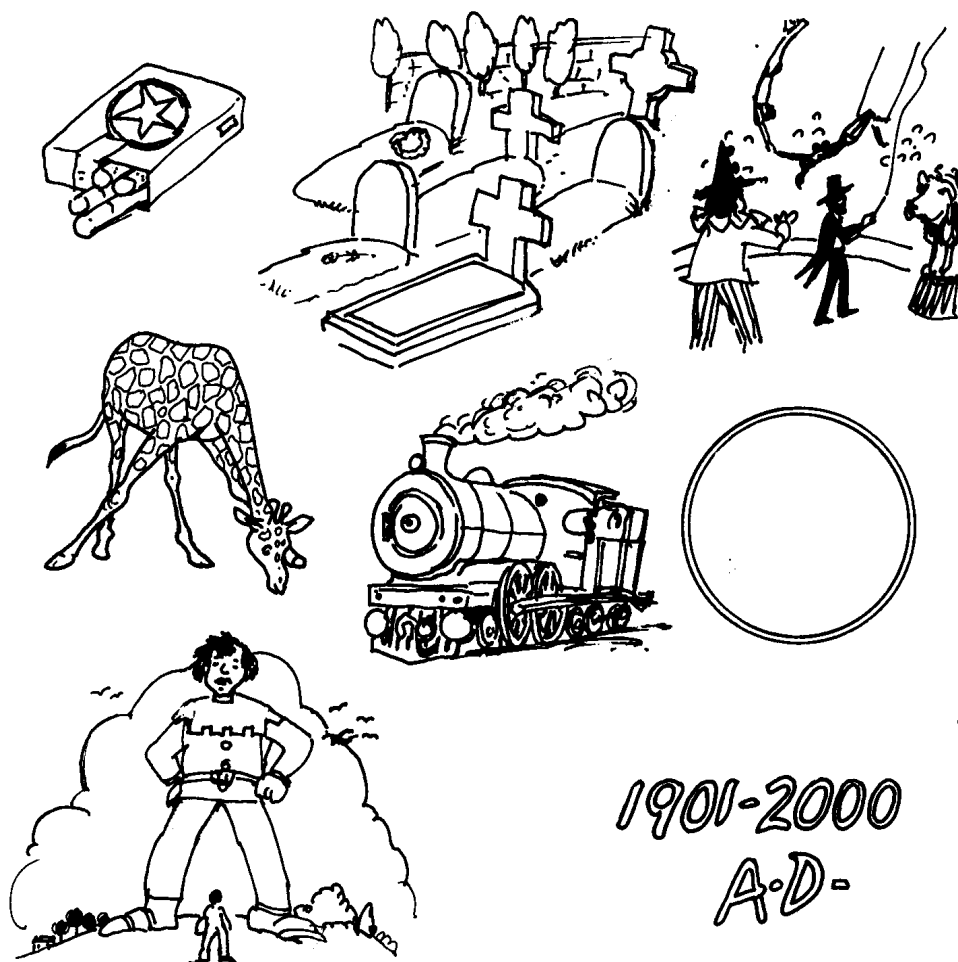


Figure 1.28

When 'c' or 'g' are followed by _____ or _____, they usually have a soft sound.

ACTIVITY 3

TO USE A DICTIONARY [LO 3.7.1]

TO EXPAND VOCABULARY [LO 3.7.2]

USING THE DICTIONARY

TO UNDERSTAND PARTS OF SPEECH In other words: to understand HOW the word is used)

The dictionary divides the entry words into eight groups called parts of speech:

adjective - <i>adj</i>	noun - <i>n</i>	verb - <i>v</i>	adverb - <i>adv</i>
preposition - <i>prep</i>	Conjunction - <i>conj</i>	pronoun - <i>pron</i>	interjection - <i>interj</i>

Table 1.66

1. The part of speech is abbreviated and can appear at the beginning of an entry or near the end. What part of speech is the word *barn*? -----

barn (barn) *n.* a building used to shelter farm animals and to store grain.

Many words (like the word *barn*) are always the same part of speech. Some words, however, change according to the way they are used in sentences. Look at **coop**.

- coop** (coop) *n.* **1.** a pen for keeping animals such as rabbits or chickens; *-v* **2.** to put or confine in a coop; **3.** to keep in a small area. (The dog was *cooped* up all day in the house.)

The word coop is a *verb* in meaning nr 2 and a *noun* in meaning nr 1.

1. Look up the word **light**. How is 'light' used as a:

• noun	
• verb	

Table 1.67

USING ENTRIES TO FIND INFORMATION

As we all have different dictionaries,
we shall supply you with the definitions for the next exercises.

beard /beerd/ <i>n</i> & <i>v</i> * n 1. hair growing on the chin and lower cheeks of the face. 2. a similar tuft or part on an animal (esp. a goat). bearded <i>adj.</i> <i>form</i> beardless <i>adj.</i>	teacake /teekayk/ <i>n.</i> <i>British.</i> a light yeastbased usually sweet bun eaten at tea, often toasted.
cookhouse /kook-howss/ <i>n.</i> 1. a camp kitchen 2. an outdoor kitchen in warm countries. 3. a ship's galley.	

Table 1.68

1. Look at the word **beard**.

• What does it mean?	
<i>continued on next page</i>	

<ul style="list-style-type: none"> • What part of speech is beard? 	
<ul style="list-style-type: none"> • What is the adjective form of the word? 	

Table 1.69

1. How many meanings does cookhouse have?	
--	--

Table 1.70

1. From which language is teacake derived?	
---	--

Table 1.71

1. Any entry word may be listed more than once. The multiple entries are called homographs. Homographs are words that are spelled alike, but have different meanings and origins. Look at the word *gall*.

A: **gall** /gawl/ *n.* **1.** Impudence **2.** asperity, rancour. **3.** bitterness, anything bitter. **4.** the bile of animals. **5.** the gall-bladder and its contents.

B: **gall** /gawl/ *n* & *v* ***1.** sore on the skin made by chaffing. **2.** a place rubbed bare. **v. tr.* **1.** injure by rubbing. **2.** vex, annoy, humiliate.

C: **gall** /gawl/ *n.* **1.** a growth caused by insects or fungus on plants and trees, esp. oak.

(a) Which gall is produced in the body?	
(a) Which gall swells up leaves of plants?	
<i>continued on next page</i>	

(a) Which gall hurts?	
(a) Which gall is caused by irritation?	

Table 1.72

Can you use your dictionary to find these words ?

Identify whether each word is a *noun(N)*, *adjective(A)*, *verb(V)* **or** *adverb(AV)* :

Use your dictionary to find these words which all begin with ‘**tu**’.

- smart jacket for formal occasions: tu _ _ _ _ _
- a greenish blue colour: tur _ _ _ _ _
- a tasty fish (delicious when tinned): tu _ _ _
- someone who teaches or instructs: tut _ _ _ (....)
- a kind of headdress: tu _ _ _ _ _
- small tower: tur _ _ _ _ _
- a water tortoise: tur _ _ _ _ _
- stiff net skirt worn by ballet dancers: tu _ _ _ (....)

1.5.7.6.5.5 Assessment

LO 2

SPEAKING The learner will be able to communicate effectively in spoken language in a wide range of situations.

We know this when the learner:

2.1 interacts in an additional language:

2.1.1 asks and answers questions.

2.2 acts in culturally appropriate ways:

2.2.1 role-plays some familiar situations using appropriate language and gestures;

2.2.2 shows increasing awareness of social and cultural differences (e.g. understands the differences in expressing politeness in home and additional language);

2.2.3 switches from one language to another where appropriate;

2.3 uses additional language to communicate information:

2.3.2 gives a sequence of instructions

2.3.3 describes a process;

2.4 uses additional language creatively:

2.4.3 plays games involving language.

LO 3

READING AND VIEWING The learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.

We know this when the learner:

3.2 understands, in a simple way, some elements of poetry:

3.2.4 comparisons (e.g. ‘he is the summer time’);

3.6 reads for pleasure:

3.6.1 reads fiction and non-fiction at an appropriate reading and language level;

3.6.4 solves word puzzles;

3.7 uses reference books and develops vocabulary:

3.7.1 uses a dictionary;

3.7.2 demonstrates a reading vocabulary of between 2 000 and 3 500 common words.

LO 6

LANGUAGE STRUCTURE AND USE The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

We know this when the learner:

6.2 uses language forms and structures to communicate orally and in writing:

6.2.1 uses the tenses introduced in previous grades to communicate orally and in writing;

6.2.2 uses subject-verb concord (e.g. I have / she has);

6.4 develops own vocabulary:

6.4.1 analyses word formation.

1.5.7.6.5.6 Memorandum

ACTIVITY 1

Begin by explaining the difference between POSITIVE and NEGATIVE reactions so that the learners understand what is expected of them.

This activity has been structured so that the learners can see how problems can be handled. They need to grasp the better way of handling a problem and why a positive way is a better method. Spend time discussing this so that they do comprehend. Link this to the previous unit where handling conflict was emphasised.

ACTIVITY 2

Remember to continue with the spelling system with the learners:

Remember to

*Study the word.

*Cover it up!

* Try to spell it!

*Write it.

*Check your word!

1. When 'c' or 'g' are followed by :

a, o or u : hard sound.

2. When 'c' or 'g' are followed by :

e or I : soft sound.

cemetery
century
giraffe
circle
giant
circus
cigarette
engine

Table 1.73

Evaluate the learners by giving them a spelling test and allocating marks accordingly.

ACTIVITY 3

This activity is designed to help the learners to understand how words are used in the dictionary – so that they will be able to recognise when words are used as verbs, nouns etc.

1.noun

barn (barn) *n.* a building used to shelter farm animals and to store grain.

The word coop is a *verb* in meaning nr **2 and 3** and a *noun* in meaning nr **1**.

coop (coop) *n.* 1. a pen for keeping animals such as rabbits or chickens; -*v* 2. to put or confine in a coop; 3. to keep in a small area. (The dog was *cooped* up all day in the house.)

2.

In this activity the learners need to explain how the word **light** is used as a noun and as a verb. They will need to use the dictionary for this.

(a) noun e.g. The light in this room is poor.
(b) verb e.g. If you light this area you will see better.

Table 1.74

1. Look at the word **beard**.

<ul style="list-style-type: none"> What does it mean? 	hair growing on the chin of a man or a goat
<ul style="list-style-type: none"> What part of speech is beard ? 	noun
<ul style="list-style-type: none"> What is the adjective form of the word? 	bearded / beardless

Table 1.75

1. How many meanings does cookhouse have?	3
--	---

Table 1.76

1. From which language is teacake derived?	British
---	---------

Table 1.77

6.

(a) Which gall is produced in the body?	A
(a) Which gall swells up leaves of plants?	C
(a) Which gall hurts?	B
(a) Which gall is caused by irritation?	B

Table 1.78

7.

Use your dictionary to find these words which all begin with ‘**tu**’.

- smart jacket for formal occasions: **tuxedo**
- a greenish blue colour: **turquoise**
- a tasty fish (delicious when tinned): **tuna**
- someone who teaches or instructs: **tutor**
- a kind of headdress: **turban**
- small tower: **turret**
- a water tortoise: **turtle**
- stiff net skirt worn by ballet dancers: **tutu**

An assessment task is provided for both the Educator and the learner.

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